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ABSTRACT

This guide provides information about the U.S. Department of Education's latest initiatives, updates specific programs for schools and teachers, and lists services and resources. The introductory section provides information on the Department's seven priorities as outlined in President Clinton's fifth State of the Union Address, on President Clinton's Voluntary National Testing initiative, and on the national standards being developed by various professional education associations and societies. Section 2 contains information about the Department's grant programs and other programs that may interest teachers. Section 3 offers information on services and resources provided by the Department and on how to contact the various offices responsible for them. This section also lists federal Internet resources on education. Section 4 includes information on various regional and field-based resources that the Department funds through grants and contracts. (SM)

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ED 415 207

The New Teacher's Guide to the U.S. Department of Education

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Foreword

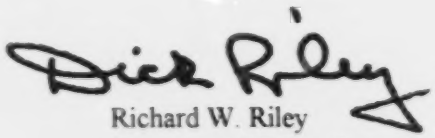
President Clinton and I are proud of the progress that we have made in education over the last four years. Programs such as Goals 2000 and the Partnership for Family Involvement in Education have helped schools improve education for all of America's students. We still have much to accomplish, however, and the President announced in his 1997 State of the Union address that his top priority for the next four years is to ensure that all Americans have the best education in the world. The President's "Call to Action for American Education" is an ambitious agenda that will help prepare all of our students to meet the challenges of the next century.

As the President said at that time, "To have the best schools, we must have the best teachers." One of President Clinton's and the Department of Education's key priorities is ensuring that there is a talented, dedicated and well-prepared teacher in every classroom in the country. We realize that good teachers make a remarkable difference in the lives of students. We will continue to work with educators to ensure that America has an excellent and diverse teaching workforce.

If we are to succeed in preparing our children for the challenges of the 21st century, we must tap the knowledge, experience, and insight of classroom teachers. We can't claim that teaching and learning are at the heart of education reform without listening to teachers. When I first came to the Department of Education, I appointed Terry Dozier, a former National Teacher of the Year, as my special advisor. She has done a remarkable job of keeping the focus on children and teachers and involving teachers in the decisions of the Department. This year I added another National Teacher of the Year, Mary Beth Blegen, to my senior staff as our Teacher-in-Residence. The Department now has a number of programs that help us to stay connected with teachers. Through the National Teacher Forum, some of the nation's best teachers come to Washington to discuss education issues with the Department. The Adopt-A-Teacher Program enables Education employees and teachers to serve as resources for one another. The Department also keeps in touch with forum participants and other excellent teachers through focus groups and a computer network. Recently, Terry has worked on rewriting Title V of the Higher Education Act to reflect the concerns of the teachers around the country who have participated in these various discussions.

Terry once sent me a message that has become the cornerstone of my philosophy on education reform: "Children aren't born smart, they get smart." That means it is possible for all of us, working together, to give every child in America the key to a successful future -- a quality education. Our challenge is to improve teaching and learning based on best practice and research, so we can bring about fundamental improvements in education.

I hope that you will look to the U.S. Department of Education as your partner in education. We certainly will continue to count on your input as we devise policies and services to assist the nation's schools, students, and teachers.



Richard W. Riley
Secretary of Education
September 1997

Contents

page

Foreword i

Teaching—A National Priority 5
Meeting the Challenge 7
Recruiting Quality Teachers 7
Strengthening Teacher Education 9
Improving Professional Development 9
Rewarding Master Teachers 13
Supporting Research, Development, and Dissemination 15
Measuring Our Progress 15
The Priorities and Their Programs 17
Voluntary National Tests in Reading and Math:
A Strategy to Master the Basics and Reach High Standards 19
Raising Academic Standards 21
Grant and Other Programs 25

Office of Elementary and Secondary Education 27
Title I—Improving Basic Programs Operated by
Local Education Agencies 27
Support for At-Risk Children 27
Parental and Community Involvement 27
GOALS 2000 Programs 28
Parental Assistance 28
School Improvement Programs 28
Dwight D. Eisenhower Professional Development State Grants 28
Safe and Drug-Free Schools and Communities Programs 29
State Grants 29
National Programs 29
Innovative Education Program Strategies 30
Ellender Fellowships 30
Christa McAuliffe Fellowships 30
Women's Educational Equity 31
Magnet Schools Assistance in Desegregating School Districts 31
Desegregation Assistance, Civil Rights Training, and
Advisory Services 31
Education for Homeless Children and Youth 32
Even Start Family Literacy 32
Public Charter Schools 32
Prevention and Intervention Programs for Children and Youth Who Are
Neglected and Delinquent or At Risk of Dropping Out 33
Comprehensive Regional Assistance Centers 33
Parental Assistance Centers 34

Indian Education . . . 34
Migrant Education . . . 34
Impact Aid . . . 35

Office of Special Education and Rehabilitative Services . . . 35
The Individuals with Disabilities Education Act (IDEA) . . . 35
The Office of Special Education Programs . . . 36
The Rehabilitation Services Administration . . . 36
The National Institute on Disability and Rehabilitation Research . . . 36
Clearinghouses for Children and Youth with Disabilities . . . 37
Early Education Program for Children with Disabilities . . . 37
Early Intervention Program for Infants and Toddlers with Disabilities . . . 37
Educational Media Research, Production, Distribution, and Training Program . . . 38
Grants to States for the Education of Children with Disabilities . . . 38
Knowledge Dissemination and Utilization . . . 38
Parent Training and Information Centers . . . 38
Preparation of Personnel for the Education of Children with Disabilities 39
Preschool Grants for Children with Disabilities . . . 39
Program for Children and Youth with Serious Emotional Disturbance . . . 39
Program for Children and Youth with Severe Disabilities . . . 40
Protection and Advocacy of Individual Rights . . . 40
Regional Resource and Federal Centers Programs . . . 40
Research in Education of Individuals with Disabilities . . . 41
Secondary Education and Transitional Services Program for Youth with Disabilities . . . 41
Services for Children with Deaf-Blindness . . . 41
State Assistive Technology Grants . . . 41
Technology, Educational Media, and Materials for Individuals with Disabilities . . . 42
Training Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind . . . 42

Office of Postsecondary Education Programs . . . 42
Center for International Education, Advanced Training and Research . . . 42
Fulbright-Hays Seminars Abroad Program . . . 42
Higher Education Programs . . . 43
Minority Teacher Recruitment . . . 43
Talent Search . . . 43
Upward Bound . . . 43

Office of Vocational and Adult Education . . . 44
School-to-Work Opportunities Act . . . 44
School-to-Work Opportunities State Development Grants . . . 44
School-to-Work Opportunities State Implementation Grants . . . 44
School-to-Work Opportunities Local Partnership Implementation Grants . . . 45

School-to-Work Opportunities Urban and Rural Grant Opportunities . . 45
Division of Adult Education and Literacy . . . 45
Division of Vocational-Technical Education . . . 46
Division of National Programs . . . 46

Office of Educational Research and Improvement . . . 46
OERI National Research Institutes . . . 47
Field-Initiated Studies . . . 48
National Educational Research and Development Centers . . . 49
National Center for Education Statistics . . . 50
Office of the Commissioner . . . 50
Statistical Standards Services Group . . . 51
Data Development and Longitudinal Studies Group . . . 51
Education Assessment Group . . . 51
Education Surveys and Cooperative Systems Group . . . 51
Office of Reform Assistance and Dissemination . . . 52
Blue Ribbon Schools Recognition Program . . . 52
Star Schools Program . . . 52
Jacob K. Javits Gifted and Talented Students Education Grant Program . . . 52
Jacob K. Javits Gifted and Talented Students Education Research Center . . . 53
Dwight D. Eisenhower Professional Development Federal Activities . . 53
Fund for the Improvement of Education . . . 53

Office of Bilingual Education and Minority Languages Affairs . . . 54
Academic Excellence Awards . . . 54
Bilingual Education Comprehensive School Grants . . . 54
Bilingual Education Program Enhancement Grants . . . 54
Bilingual Education Systemwide Improvement Grants . . . 55
Bilingual Education Teachers and Personnel Grant . . . 55
Elementary School Foreign Language Incentive Program . . . 55
Emergency Immigrant Education Program . . . 55
Field-Initiated Research . . . 56
Graduate Fellowships Program . . . 56
Program Development Implementation Grants . . . 56
State Grant Program . . . 56

Office of Intergovernmental and Interagency Affairs . . . 57
The Presidential Scholars Program . . . 57
The President's Education Awards Program . . . 57

Services and Resources . . . 59
The Monthly Satellite Town Meeting . . . 61
The Partnership for Family Involvement in Education . . . 63
Toll-Free Information Phone Numbers . . . 65
1-800-USA-LEARN Telephone Bank . . . 65

Departmental Locator . . . 65
OERI Information Office (National Library of Education) . . . 65
ACCESS ERIC . . . 65
Financial Aid Information . . . 65
Office for Civil Rights . . . 65
Office of the Inspector General . . . 66
Schools Without Drugs . . . 66
On-Line Resources . . . 67
U.S. Department of Education's Public World Wide Web/Gopher/FTP site . . . 67
OERI Toll-Free Electronic Bulletin Board . . . 67
ED Board Electronic Bulletin Board . . . 67
AskERIC . . . 68
AskERIC Virtual Library . . . 68
National Parent Information Network . . . 68
Eisenhower National Clearinghouse for Mathematics and Science Education . . . 68
Regional Educational Laboratory Network . . . 68
National Institute for Literacy . . . 69
National Clearinghouse for Bilingual Education . . . 69
Teacher Resources on the Internet from the Federal Government . . . 71
National Library of Education . . . 81
Secretary's Regional Representatives and Regional Offices . . . 83
Region I Boston . . . 85
Region II New York City . . . 86
Region III Philadelphia . . . 87
Region IV Atlanta . . . 88
Region V Chicago . . . 89
Region VI Dallas . . . 90
Region VII Kansas City . . . 91
Region VIII Denver . . . 92
Region IX San Francisco . . . 93
Region X Seattle . . . 94

Field Services and Resources . . . 95
The Regional Educational Laboratory Program . . . 97
Eisenhower Regional Mathematics and Science Education Consortia . . . 99
Comprehensive Regional Assistance Centers . . . 101
Special Education Programs . . . 105
National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) . . . 107
National Center for Research in Vocational Education (NCRVE) . . . 108
State Directors of Adult Education . . . 109
State Literacy Resource Centers . . . 117
Tech-Prep Education Contacts . . . 128
National Occupational Information Coordinating Committee (NOICC) . . . 139

Clearinghouses 141
ERIC Clearinghouses 143
The National Clearinghouse on Professions in Special Education 145
National Information Clearinghouse on Children Who Are Deaf-Blind 145
National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH) 146
National Information Center for Children and Youth with Disabilities (NICHCY) 146
Eisenhower National Clearinghouse for Mathematics and Science Education 147
National Clearinghouse for Alcohol and Drug Information (NCADI) 147
Federal Drug, Alcohol and Crime Clearinghouse Network 147
National Clearinghouse for Bilingual Education (NCBE) 148

Publications 149
Index 159

Dear Colleague:

The mission of the U.S. Department of Education is to "ensure equal access to education and to promote educational excellence throughout the nation." In order to achieve this mission, the Department must remain constantly responsive to, and supportive of, classroom teachers. It is crucial that policy makers work in close partnership with practitioners who know the education system intimately and understand what support is needed.

Secretary Riley appointed me, a veteran teacher, to be his special adviser, because he felt it was critical to have a classroom teacher on his immediate staff to serve as a "reality check" on our policies, programs and legislation. It's exciting to work for an administration that places a high value on teachers. My position allows me to reach out to all of you in the field, so that the Department can continue to benefit from your insight and experience as it implements its policies and delivers support services to schools.

The New Teacher's Guide to the U.S. Department of Education is designed to provide information about the latest departmental initiatives, an update on specific programs for schools and teachers, and a listing of the services and resources, both at our headquarters here in Washington, D.C. and in the field. With this in mind, its introductory pages provide information on the Department's seven priorities, with detailed information on the teaching priority and a summary page on each of the other priorities. The introduction also presents information on President Clinton's new Voluntary National Testing initiative and information on the national standards that are being or have been developed by various professional education associations and societies.

The second part of the book contains information about the Department's grant programs and other programs that may be of interest to teachers. The Services and Resources section of the book provides detailed information about the services we provide and how to contact the various offices responsible for them. This section also provides a listing of federal Internet resources on education, which may be useful for teachers who use the Internet in their classrooms. The final section of the book provides information on various regional and field-based resources that the department funds through grants or contracts.

By compiling information on all of the U.S. Department of Education's services to teachers, we hope to increase teachers' access to the educational resources available throughout the country. I know that teachers aren't in the habit of looking to the U.S. Department of Education for help, but the Department offers many valuable programs, services and publications for teachers. Think of this publication as a road map. It provides a general description of programs within the Department, and it is also a reference for specific needs or questions. We hope this guide is one step in what will become a lively dialogue between teachers and the U.S. Department of Education.

Sincerely,

Therese Knecht Dozier
Special Adviser to the Secretary of Education

CONTACT US!!!

The Mission at the U.S. Department of Education is to ensure equal ACCESS to education and promote educational EXCELLENCE throughout the Nation.

In order to meet this goal, we think that it is imperative that our services are accessible to teachers. We want to help teachers make a difference in the classroom.

If you need more information about one of the programs that is mentioned in the Teacher's Guide, or are interested in learning more, please contact us at our web site http://www.ed.gov or call us at 1-800-USA-LEARN.

We also have a teacher's web page that is specifically targeted toward teachers and the issues that surround them. Please visit us at http://www.ed.gov/inits/teachers/teach.html

Teaching—A National Priority

In his fifth State of the Union Address, President Clinton announced a bold, far-reaching national crusade for education. The following week, he issued a *Call to Action for American Education* that set forth ten broad principles to guide the nation's education improvement agenda. The U.S. Department of Education developed seven national priorities in response to the president's address. These priorities will guide the activities of the Department over the next four years.

The highest academic standards, the best facilities, the strongest accountability measures, and the latest technology will do little good if we do not have a teaching force of the highest quality.

For this reason, one of the Department's priorities is ensuring that there is a talented, dedicated, and well-prepared teacher in every classroom in the nation.

The Challenge

Statistics from the National Center for Education Statistics and a recent report by the National Commission on Teaching and America's Future show that we have a long way to go to ensure that this priority is met.

- American schools will need to hire two million teachers in the next decade because of increased student enrollment and the need to replace teachers who retire or otherwise leave the profession.

The Seven National Priorities

The first three priorities focus on specific results all students should achieve at critical points in their schooling:

Read independently and well by the end of the third grade;

master challenging mathematics, including the foundations of algebra and geometry, by the end of the eighth grade;

by eighteen-years-old, be prepared for and be able to afford college;

Priorities four through seven are key strategies to enable students to achieve these results:

all states and their schools will have challenging and clear standards of achievement and accountability for all children and effective strategies for reaching these standards;

there will be a talented, dedicated, and well-prepared teacher in every classroom;

every classroom will be connected to the Internet by the year 2000, and all students will be technologically literate;

every school will be strong, safe, drug-free, and disciplined

Reading Independently and Well by the End of the Third Grade

Reading is the foundation for all other learning. Our schools emphasize reading during the first three grades. By the fourth grade, we expect children to be good readers so that they can learn the rest of the core curriculum. For several years, Secretary Riley and the Department of Education have been stressing the importance of reading and improved literacy — through the Partnership for Family Involvement in Education and the *Read*Write*Now!* initiative, which connects children with reading partners during the summer.

The strategy for priority one involves three critical steps.

The America Reads Challenge

In August 1996, President Clinton responded to our early childhood literacy problem by announcing the *America Reads Challenge*. The *America Reads Challenge* calls on all Americans to pitch in and help ensure that all children are reading independently by the end of the third grade. To achieve this, the initiative strives to provide all children with the reading supports that are currently available to only some children. These include: (1) actively involved parents, grandparents or mentors who read with their children from infancy onward; (2) quality preschool opportunities; and (3) high-quality in-school instruction.

Research Development and Dissemination of Information

The success of the *America Reads Challenge* will depend on raising expectations nationwide, giving better information to educators about what works, and mobilizing people to help children become successful young readers. By finding examples of student work that meet challenging standards and disseminating those to the public, the Department can advance the public's understanding about the level of performance each child must attain. Through its research and development capacity, the Department of Education can promote the use of best practices in all programs supported by its funds.

New Voluntary National Test of Fourth Grade Reading in English

President Clinton has proposed a new, challenging, voluntary, national test in fourth grade reading to show parents and teachers where individual students stand in relation to rigorous national standards. The test will be first administered in the Spring of 1999. This voluntary test will be developed based on the frameworks used to create the widely accepted National Assessment of Education Progress (NAEP) fourth grade reading test. The Department will make information available to help teachers, parents and students prepare for the test. The president believes that a challenging reading test based on high standards that produces individual scores for parents and teachers will raise expectations system wide, promote greater equity and help teachers and principals improve their education programs and help them rally parents and the broader community to pitch in and help students who need extra assistance.

- Only 13 percent of our nation's teachers are people of color, while 30 percent of their students are. Over 40 percent of schools in the U.S. do not have a person of color on their faculty.

- Teacher turnover is a national problem. Twenty-two percent of new teachers leave the profession in the first three years because of inadequate preparation and a "sink or swim" approach to induction. New teachers are not receiving the support they deserve.

- Although no state will permit a person to write wills, practice medicine, fix plumbing, or style hair without having met the basic requirements of completing training and passing an examination, more than 40 states allow districts to hire teachers who have not met these basic requirements.

- Roughly one-fourth of newly hired teachers lack the qualifications for their jobs.

- Twenty-five percent of all teachers whose main assignments are in English, mathematics, science, social studies, and foreign language do not have even a minor in their field. This is true of 39 percent of the teachers in schools with high percentages of low-income students.

The magnitude of these problems and the need to hire unprecedented numbers of teachers provide an enormous impetus to dramatically change the ways in which we recruit, prepare, induct, and support the ongoing learning of teachers. We must insist on the highest standards for our teachers and ensure that they get the best training and support they need to teach to world-class standards.

Meeting the Challenge

Recruiting Quality Teachers

Within the next decade, over two million teachers must be hired to teach our children, and half of these will be newly-prepared teachers. Urban and rural schools will experience the greatest difficulties attracting and retaining qualified teachers, especially in subjects such as math and science. In addition, there is a growing gap between the diversity of our nation's students and that of their teachers.

The federal government cannot solve these recruitment challenges alone, but it can be a catalyst that stimulates the recruitment of teachers, especially minority teachers, where they are most needed. In its reauthorization proposal for Title V of the Higher Education Act, the U.S. Department of Education has proposed a targeted program supporting partnerships between institutions of higher education and school districts in underserved areas. Together the partners would determine the teaching needs of the districts, such as the need for a more diverse teaching force, for bilingual teachers, or for teachers in targeted subjects. The partnerships would then identify a pool of potential teachers fitting those needs, recruit individuals from this pool, and design high-quality preparation and induction programs tailored to those individuals.

Mastering Challenging Mathematics, Including the Foundations of Algebra and Even Some Geometry, by the End of Eighth Grade

If reading well by fourth grade is the first crucial academic checkpoint, doing well in math by the eighth grade is the second. The vast majority of experts view mastery of basic math by the eighth grade, including the foundation of algebra and some geometry, as a core foundation for preparing to take rigorous college-prep courses in high school or succeed in high skill jobs. Expanding the opportunities for all children to master challenging math is at the heart of priority two.

As in reading, President Clinton plans to engage the country in an outreach effort to boost the math ability of American students. The strategy for supporting priority two involves taking two critical steps. The first step is providing all children with the opportunity to master the basics of mathematics and more rigorous math by the end of the eighth grade. This step has five key components:

- Build public understanding of and support for challenging mathematics.
- Support the efforts of parents, educators, business groups, and mathematics groups to help students achieve in mathematics.
- Support teachers' efforts to improve instruction.
- Work with the National Science Foundation and other agencies in an interagency task force to galvanize federal resources to support this effort.
- Provide support to upgrade curriculum in schools.

Support New Voluntary National Test of Eighth Grade Mathematics

As part of ensuring that all students are competent in challenging mathematics by the end of the eighth grade, President Clinton has proposed a new voluntary national test in eighth grade math. The purpose of the test will be to raise awareness of this critical point in a student's academic career and motivate nationwide changes to enable students to achieve to more challenging standards in mathematics by the end of the eighth grade. The test will be based on the National Assessment of Educational Progress (NAEP) eighth grade content framework and its scores will be equated to the NAEP and to the Third International Math and Science Study (TIMSS). Like the fourth grade reading test, the eighth grade math test will be funded by the U.S. Department of Education to be first administered in the Spring of 1999 in interested school districts and states.

Strengthening Teacher Education

Our nation faces three critical needs in teacher preparation. First, as a nation, we must identify best practices in teacher education. While there is little debate about what effective teachers need to know and be able to do in the classroom, our nation has not done the research and evaluation of teacher education programs that would tell us how best to prepare effective teachers. As a result, teacher preparation programs vary widely in approach and quality. Second, when exemplary teacher education practices are identified, they should be disseminated to other institutions; otherwise, good programs will remain islands of excellence with little impact on the great majority of prospective teachers. Third, because quality teacher preparation demands strong collaboration with elementary and secondary schools, school districts and teacher preparation institutions must work together in real partnerships to prepare teachers.

The Lighthouse Partnership program proposed by the U.S. Department of Education for Title V of the Higher Education Act would authorize grants to partnerships among "lead" teacher preparation institutions, school districts, and other higher education institutions. The lead institutions are those that have already done the hard work of reforming their teacher education programs. They have experience to share with others. The program would seek to identify and spread best practices in teacher education and would promote the vital role of K-12 educators in designing and implementing effective teacher preparation programs. The program would focus on preparing teachers for the most challenging settings—our schools in high-poverty areas. If the most effective methods of preparing teachers for those settings are identified and evaluated, they will be adaptable for all classrooms and should be disseminated nationwide.

Improving Professional Development

Research indicates that teachers' knowledge and skills make a crucial difference in what students learn. Research also demonstrates the value of intensive and sustained high-quality professional development that is based on new models of teaching and learning. The current teaching force needs high-quality professional development if all teachers are to be able to teach a diverse student population to challenging standards.

The mission of professional development is to prepare and support educators to help all students achieve to high standards of learning and development. Professional development:

> . . .focuses on teachers as central to student learning, yet includes all other members of the community;
> . . . focuses on individual, collegial, and organizational improvement;

By 18-Years-Old, Be Prepared Academically and Financially for College

A college education has never been more important than it is today. Increasingly, the world of work is becoming more and more complex. Only half the people entering the work force are even nominally prepared for this world. Our education system is still turning out millions of young people who simply are not equipped for today's world of work or to meet the challenges of the 21st century. In addition, although higher education is more important than ever, it has become more difficult for American families to afford it. Priority three calls for making two years of college -- the 13th and 14th years of education -- as universally available for young Americans as the first 12 are today.

Preparation for Postsecondary Education

Students must take the appropriate courses in middle and high school and master the required academic content necessary to be accepted to and then benefit from college. The U.S. Department of Education has some existing programs that help to fulfill this initiative. Title I of the Elementary and Secondary Education Act allows secondary schools to invest in activities that support college and career awareness and preparation. The School-to-Work Opportunities Act is already expanding educational, career and economic opportunities for more than 500,000 young people in 1,800 high schools by providing school-to-work activities. The Department's TRIO programs support postsecondary education outreach and student support services to encourage individuals from disadvantaged backgrounds to enter and complete college.

Helping Students and Families Pay for College

The Department of Education, primarily through the Office of Postsecondary Education, supplies 70 percent of the financial aid given to college students through Pell Grants, work-study aid, and college loans. The 1997 tax agreement offers both tax incentives and an increase in Pell Grant funding to make college more affordable and accessible for all students. Under President Clinton's new Hope Scholarship, students will receive a tax credit of 100 percent on the first $1,000 of tuition and fees and 50 percent on the second $1,000. The president's plan also gives a 20 percent tax credit for the first two years of college, up to $5,000 per tax year on education and training over the course of a lifetime. Students in low-income families also will have an increase in Pell Grants to help with college costs.

Changing Attitudes About Postsecondary Education: Think College Early

As part of its higher education efforts, the Department will launch an initiative in the winter of 1998 that will inform parents of the sequence of courses their children need to take to enter college, encourage students to take those courses and provide parents with necessary financial planning information to take advantage of these new opportunities to go to college.

. . . respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;
. . . reflects best available research and practice in teaching, learning, and leadership;
. . . enables teachers to develop further expertise in subject content, teaching strategies, use of technologies, and other essential elements in teaching to high standards;
. . . promotes continuous inquiry and improvement embedded in the daily life of schools;
. . . is planned collaboratively by those who will participate in and facilitate that development;
. . . requires substantial time and other resources;
. . . is driven by a coherent long-term plan;
. . . is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts.

These principles guide the Department's professional development efforts. The Department is committed to improving and increasing funding for its existing professional development programs, the largest of which is the Dwight D. Eisenhower Professional Development Program. This program provides grants to state and local educational agencies, institutions of higher education, and other organizations to support high-quality professional development activities aligned with challenging teaching and student performance standards.

In addition, the National Awards Program for Model Professional Development emphasizes the importance of coherent, long-term professional development linked to student achievement. The awards program recognizes schools and districts that have improved student achievement through exceptional professional development programs for their teachers. Award winners are honored in Washington, DC and receive privately-funded monetary awards to support professional development activities and the dissemination of information about best practices to other schools. For more information about the National Awards Program, please call Sharon Horn, U.S. Department of Education at (202) 219-2203; or visit ED's web site, at www.ed.gov.

All States and Their Schools Will Have Challenging and Clear Standards of Achievement and Accountability for All Children and Effective Strategies for Reaching These Standards

Standards serve as a guide for and facilitate higher student achievement. With the help of federal resources, including the Goals 2000: Educate America Act, and the reauthorized Elementary and Secondary Education Act, communities in all 50 states are improving teaching and learning based on their own high standards in core academic subjects. The Department will continue supporting states', districts' and schools' efforts to address these challenges and strengthen their reforms geared to challenging standards. Its activities will include:

- Promoting concrete standards of excellence in reading and math and offering voluntary national tests in 1999 for fourth grade reading and eighth grade math.
- Helping states meet Title I's requirement that schools with high percentages of low-income students have challenging content and performance standards in at least math and English/language arts by the Fall of 1997 and high-quality aligned assessments by 2000-2001.
- Proposing funding increases for Department programs designed to assist local schools and states in implementing challenging standards.
- Emphasizing to the public and to educators the importance of fixing failing schools directly and quickly.

Rewarding Master Teachers

The Department has made a commitment to supporting master teachers and the work of the National Board for Professional Teaching Standards.

The National Board for Professional Teaching Standards was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released *A Nation Prepared: Teachers for the 21st Century*. The report called for the creation of a National Board to "establish high standards for what teachers need to know and be able to do, and to certify teachers who meet that standard."

The National Board is an independent, nonprofit, nonpartisan and nongovernmental organization governed by a 63-member board of directors, a majority of whom are classroom teachers. The other directors include school administrators, school board leaders, governors and state legislators, higher education officials, and business and community leaders. The National Board's mission is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools.

At the time of application, one must hold a baccaluareate degree, have taught a minimum of three years and have held a valid state teaching license for those three years or, where a license is not required, taught in schools recognized and approved to operate by the state. As of Fall 1997, only six certificates are available, reaching about half of the nation's elementary, middle, and high school teachers: Early Childhood/ Generalist; Middle Childhood/Generalist; Early Adolescence/Generalist; Early Adolescence/English Language Arts; Early Adolescence through Young Adulthood/Art; Adolescence and Young Adulthood/Mathematics.

Funding from the U.S. Department of Education will help to complete the development of the assessments for the other certificates. The National Board also receives funds from private foundations, corporations, and revenues from certification fees.

For more information about the National Board, please call 1-800-22-TEACH or write to:

National Board for Professional Teaching Standards
26555 Evergreen, Suite 400
Southfield, MI 48076

Every Classroom Will Be Connected to the Internet by the Year 2000 and All Students Will Be Technologically Literate

The Administration's current efforts in technology are designed to give equal access to all students, support the development of engaging and effective software and on-line resources as an integral part of the curriculum, and provide all teachers with the necessary training and support needed to use technology in the classroom.

The Department has focused its resources on two areas in which it believes it can leverage the greatest changes: infrastructure and equity. The Department has used four major strategies in these efforts:

Last year more than 40 states held Net Days, bringing together Americans to connect local schools to the Information Superhighway.

Under President Clinton, Vice President Gore and Secretary Riley's leadership, the Federal Communications Commission agreed, under the "E-rate" plan, to grant sharp discounts totaling $2.25 billion annually in telecommunications services to the nation's neediest schools and libraries for technology installations, connection charges and monthly service costs.

The president has requested additional funding for the Technology Literacy Challenge Fund, designed to advance state, local, and private sector partnerships in each state to help achieve technology literacy and spur additional investment in educational technology.

The Technology Innovation Challenge Grants are discretionary grants provided to partnerships of school systems, colleges, universities, and private businesses to develop creative ways to use technology to improve teaching and learning.

Existing Department Programs

Title I of the Elementary and Secondary Education Act already provides $500 million each year for educational technology. The Individuals with Disabilities Education Act emphasizes assistive technology. Funds from Goals 2000, Eisenhower Professional Development, Tech Prep and School-to-Work programs are also being used to integrate technology into the classroom.

Supporting Research, Development, and Dissemination

The Department's Office of Educational Research and Improvement is supporting two new programs to focus on teacher issues, in addition to its ongoing research endeavors.

A new Center for the Study of Teaching and Policy, headquartered at the University of Washington in Seattle, was funded in August, 1997. The center, a consortium of universities, will focus on ways educational policies can improve the recruitment and retention of capable teachers, develop their knowledge and skills, and support teachers' work and student learning simultaneously.

A new Partnership for Excellence and Accountability in Teaching, bringing together state and local education agencies, postsecondary education institutions, national professional organizations, and other stakeholders across the nation was funded in September 1997. The Partnership will be a comprehensive national effort to promote, support, and sustain effective and efficient strategies to prepare, induct, and provide career-long professional development for K-12 teachers.

Measuring Our Progress

A Biennial National Report Card on Teacher Quality, to be issued by the Department starting in 1998, will constantly refocus public attention on the teaching profession and provide a way to assess the qualifications and efficacy of our nation's teaching force. The report card will measure a number of factors, including:

- the rate of teacher retention, especially retention of teachers in their first three years of teaching;
- the percentage of new teachers who are fully-certified in the subjects they teach;
- the percentage of new teachers who report that they feel well-prepared for the realities of the classroom and the challenges of teaching to rigorous standards;
- the diversity of the teaching force;
- the percentage of secondary teachers who have at least a minor in the subject they teach;

Every School Will Be Strong, Safe, Drug-Free, and Disciplined

This priority aims to ensure strong and healthy school environments where children can learn best, incorporating three major areas -- school construction, safe and drug-free schools and charter schools.

School Construction

A new schools' facilities clearinghouse, awarded in August 1997, will compile information on best practices on school design and school facility finances, convene conferences on school construction, and provide referral services.

Safe and Drug-Free Schools

The president has emphasized that programs should reflect effective practices and be regularly evaluated and improved if they are not working. This will require expanding the research base on the most effective strategies to reduce drug use and violence among school-age children and the best ways to implement those strategies. To provide students additional safe havens after school where learning can continue to occur, the president also has requested funds to help communities keep their schools open longer as After-School Learning Centers.

Public School Choice and Charter Schools

Charter schools are a promising vehicle for raising academic standards, empowering educators, involving parents and communities, and expanding public school choice and accountability in public education. President Clinton, Vice President Gore, and Secretary of Education Richard Riley have expressed their support for public charter schools--done right--as one of the dynamic elements in an overall education reform package to improve public schools. While charter school laws differ in some respects from state to state, they generally authorize charter schools that:

- are created and managed by groups of parents, teachers, and/or others
- are public schools
- are free from most education laws and regulations, but are accountable for results
- continue to operate only if they meet performance standards and other conditions of their charters
- tend to be smaller schools or have smaller classes, where students can have sustained relationships with caring adults

Schools receiving federal Charter School aid are public, non-sectarian, open to all students, non-selective, and in compliance with civil rights laws. The Administration is seeking to expand the number of states with laws supporting the formation of charter schools and is supporting conferences, guidebooks, a web site, and other resources to support quality Charter Schools.

- the percentage of teachers who report being engaged in intensive, sustained professional development that enables them to teach to challenging standards; and

- the number of nationally board certified teachers.

The Priorities and Their Programs

The following is a list of the seven priorities and some of the programs that address their goals. Information about each of the programs can be found via the Department of Education web page at **http://www.ed.gov** or by calling **1-800-USA-LEARN**.

Priority 1: To read independently by the end of the third grade.

America Reads Challenge; America Goes Back to School; Voluntary National Tests; Read*Write*Now!; Title I; Goals 2000: Educate America Act

Priority 2: To master challenging mathematics, including the foundations of algebra and geometry, by the end of the eighth grade.

Third International Math and Science Study (TIMSS); Eisenhower National Clearinghouse for Mathematics and Science Education (ENC); Voluntary National Tests; Goals 2000

Priority 3: By age 18, to be prepared for and able to afford at least two years of college, and to pursue lifelong learning.

America's HOPE Scholarship Proposal; Direct Loan Program; Project EASI (Easy Access for Students and Institutions); Early College Awareness for Middle School Students: The Message Starts Early

Priority 4: To have their classroom connected to the Internet by the year 2000 and to be technologically literate.

State Technology Literacy Challenge Fund grants; Technology Innovation Challenge Grants; Regional Technology and Education Consortia; Star Schools; Distance Learning Program

Priority 5: To learn in strong, safe, and drug-free schools.

Safe and Drug Free Schools Program; Charter Schools; Improving America's Schools Act of 1994 -- Elementary and Secondary Education Act

Priority 6: All states and their schools will have challenging and clear standards of achievement and accountability.

Voluntary National Tests; Goals 2000; School-to-Work Opportunities Act; Improving America's Schools Act of 1994 -- Elementary and Secondary Education Act; Individuals with Disabilities Education Act

Priority 7: To have a talented, dedicated, and well-prepared teacher in their classroom.

Proposal to reauthorize Title V of the Higher Education Act; Eisenhower Professional Development Program; National Awards Program for Model Professional Development; the Center for the Study of Teaching and Policy; Partnership for Excellence and Accountability in Teaching

Voluntary National Tests in Reading and Math
A Strategy to Master the Basics and Reach High Standards

In his State of the Union Address, President Clinton challenged each state to test every fourth grader in reading and eighth grader in math to ensure that high academic standards are met nationwide. The voluntary national tests are a tool that teachers and parents can use to raise awareness of these critical points in a student's academic career and to motivate nationwide changes to enable students to achieve more challenging standards.

The U.S. Department of Education is offering every state and school district the opportunity to use voluntary national tests of fourth grade reading and eighth grade mathematics beginning in 1999. These rigorous tests will provide teachers and parents, for the first time, scores for individual students, measured against widely accepted national and international standards of excellence. They will give states, local communities, teachers and parents the kind of accurate information they need to help students master basic and advanced skills and strengthen academic performance. Individual test scores will *not* be collected by the federal government; states and local school districts will decide how to report and use the individual data.

The tests will be modeled on the National Assessment of Educational Progress (NAEP), which is used in over 40 states. The NAEP tests are based on widely accepted standards developed by teachers, reading and mathematics specialists, curriculum specialists, researchers and parents. The NAEP standards reflect a national consensus of what students should know and be able to do when they reach these crucial stages of learning. Students' scores from the voluntary national tests will be linked to NAEP as well as the Third International Math and Science Study (TIMSS) which will allow students to know how they compare to their peers in 40 other countries.

To assist teachers, principals, parents and communities in using the tests effectively, the U.S. Department of Education, the National Science Foundation and others are developing a tool kit that includes information on how to prepare to meet these high standards, how to use test results to improve education and instruction, and a sample of possible components of high standards in reading and mathematics. As part of this effort, every year after the tests are given, the entire tests (along with answers, scoring guides, and other materials) will be released to the public and be available on the Internet. Educators may use this information to upgrade the curriculum, strengthen teacher preparation and professional development, and promote parental and community involvement in learning.

For more information, visit the tests web site at http://www.ed.gov/nationaltests or contact Missy Kincaid at the Department of Education at (202) 219-2042.

Raising Academic Standards

In order to raise academic standards for American students, voluntary standards have been developed in various subject areas. Encouraged by the success of the National Council of Teachers of Mathematics' (NCTM) *Curriculum and Evaluation Standards for School Mathematics* in 1989, other discipline-based organizations have developed standards. Thousands of teachers, scholars, administrators, parents, and other members of the public have participated in shaping academic standards of what students should know and be able to do.

While states establish their own standards voluntarily and without direction from outside agencies, they often check their standards against those developed, or being developed, by national discipline-based organizations. As of March 1997, the voluntary standards listed below have been completed and might be useful as a resource to communities seeking to establish their own standards for students. In addition, communities might want to check with state departments of education and discipline-based organizations to find out the status of other standards not yet released.

Arts, released March 1994

Music Educators National Conference
1806 Robert Fulton Drive
Reston, VA 22091
(800) 828-0229

National Standards for Arts Education;
Item #1605; cost $15.00

Civics and Government, released November 1994

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302–1467
(800) 350-4223

National Standards for Civics and Government; ISBN 0-89818-155-0; cost $12.00 plus s/h, discount for bulk orders

Economics, available in April 1998

Economics America
National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036
(212) 730-7007

English Language Arts, released March 1996

National Council of Teachers of English
Book Order Department
1111 West Kenyon Road
Urbana, IL 61801
(800) 369-6283

Standards for the English Language Arts;
cost $18.00 plus $1.50 s/h

International Reading Association
Order Department
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(800) 336-7323, ext. 266

Standards for English Language Arts; cost $18.00 plus $3.00 s/h.

Foreign Languages, released December 1995

American Council on the Teaching of Foreign Languages
6 Executive Plaza
Yonkers, NY 10701-6801
(914) 963-8830

1-9 copies $20.00 each plus s/h
10 or more $15.00 plus s/h

Geography, released October 1994

National Council of Geographic Education
1145 17th Street, N W
Washington, DC 20036-4688
(202) 775-7832

Geography for Life: National Geography Standards, 1994; item # 01775; ISBN 0-7922-2775-1; cost $9.00, discount for bulk orders (sales tax charged in CA, DC, MD, MI, Canada)

History, released April 1996

University of California, Los Angeles
Associated Student
General Book Division
308 Westwood Plaza
Los Angeles, CA 90024-4108
(310) 206-0788

National Standards for History, Basic Edition; cost $15.95 plus $5.00 s/h.

Mathematics, released in 1989

The National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091
(703) 620-9840

Curriculum and Evaluation Standards for School Mathematics; Item #98E1; ISBN 0-87353-273-2; cost $25.00, discount for bulk orders

Physical Education, released 1995

National Association for Sport and Physical Education
1900 Association Drive
Reston, VA 22091
(703) 476-3410

Moving Into the Future—National Standards for Physical Education; $22.00 plus s/h

Science

National Science Education Standards, released January 1996
2101 Constitution Avenue, NW
HA 486
Washington, DC 20418
(202) 334-1368 and

Benchmarks for Science Literacy, released 1989
American Association for the Advancement of Science
1333 H Street, NW
Washington, DC 20005
(202) 326-6660

Skill Standards—22 pilot projects

U.S. Department of Education
Office of Vocational and Adult Education
330 C Street, SW
Washington, DC 20202
(202) 260-9576 and

U.S. Department of Labor
Office of Policy and Research
200 Constitution Avenue, NW
Washington, DC 20210
(202) 208-7018

Social Studies

Expectations of Excellence: Curriculum Standards for Social Studies, released September 1994

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016-3167
(202) 966-7840, x116

For general information about content standards development, contact:

Office of Educational Research and Improvement
National Institute on Student Achievement, Curriculum and Assessment
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208
(202) 219-2079

Grant and Other Programs

The U.S. Department of Education funds and administers education programs for a variety of purposes and populations. It also recognizes and rewards excellence and improvement by students, schools, and communities. This guide briefly describes those programs that are relevant to teachers and the offices that manage them. (It is by no means a comprehensive listing of all the services the Department provides.) It also lists telephone numbers (and in some cases names) you can call with specific questions in these areas. The following information will be helpful to readers. It provides a definition of the types of grant programs that exist in the federal government.

Federal legislation that establishes programs of assistance provides varying degrees of discretion to the federal agency in the administration of the programs. One of the basic variables is the degree to which the federal agency is allowed to determine to whom and how much assistance will be provided. When Congress wishes to make that decision itself, it normally provides a formula.

Formula Grants. Money provided under a formula grant program is allotted according to a pre-set formula, based on population, per capita income, specialized clientele, or some other measure of need or a combination of measures specified in the authorizing legislation. Such grants are usually made to state governments but may be made to local governments and can be passed through state governments to institutions within the state. There may be provisions for reallocation of unused funds or restrictions on the rate of program growth or decline. Also specified is the percentage of program cost that the federal government will share with the recipient population to be served. Whatever the formula, the discretion of the federal agency is limited to applying the formula and to setting rules for operation of the program within the limits of the formula.

Discretionary Grants. When Congress does not provide a formula for the distribution of available funds, the Department is able to exercise a certain amount of discretion consistent with the authorizing legislation (hence the term *discretionary grants*) concerning who may participate in the program, the extent of participation, or both. When this occurs, it is necessary to establish criteria for selection and for program size and growth. It is also necessary to establish some mechanism for competition among applicants.

General requirements and selection criteria for discretionary grant programs without specific regulations are spelled out in the Education Department General Administrative Regulations. For most discretionary grant programs, the Department issues specific program regulations that are published in the *Federal Register* and codified annually in the *Code of Federal Regulations*. In addition, for each program, the Department publishes a notice in the *Federal Register* each time it invites applications for a new grant award competition. The Department also publishes in the *Federal Register* other notices related to a discretionary grant competition (*e.g.*, notices of proposed and final annual priorities applicable to a grant competition in a particular program).

Office of Elementary and Secondary Education

Title I—Improving Basic Programs Operated by Local Education Agencies

Support for At-Risk Children

The new Title I has one overriding goal: to improve the teaching and learning of children in high-poverty schools to enable them to meet challenging academic content and performance standards. To accomplish this goal, Title I supports new roles for schools, districts, states and the federal government. Schools will decide how to spend their Title I resources and have more leeway in combining their resources to support comprehensive reform through schoolwide programs; local education agencies will play a new, critical role through providing consultation, coordination, and high-quality professional development; states will anchor the program by developing challenging academic standards and linking Title I with their overall school reform efforts; and the federal government will work to support states, districts, and schools as they strive to make these changes work.

Parental and Community Involvement

The new Title I emphasizes three components of parental involvement: (1) policy involvement at the school and district level, including parental involvement in developing school-level programs; (2) building capacity for involvement through such means as increased training and enhanced involvement of community-based organizations; and, for the first time, (3) shared parent and school responsibility for improved student achievement, embodied in school-parent compacts.

Title I school-community connections are improved in the new law by fostering integration of Title I with other education, health and social service programs. The new provisions (1) ask school districts to coordinate and integrate Title I services with other educational services, including Even Start, Head Start, and School-to-Work services, and, to the extent feasible and where necessary, with other agencies providing health and social services to children; (2) allow Title I schools to work with the community to provide health, nutrition, and other social services that are not otherwise available to the children being served; and (3) require districts and schools to address the transition needs of children, particularly as they move from pre-school to school.

Mary Jean Letendre, (202) 260-0826
e-mail: Mary_Jean_Letendre@ed.gov

GOALS 2000 Programs

The GOALS 2000: Educate America Act is based on the premise that higher expectations produce better performance, that academic standards should be raised, and that schools and teachers should be specific about what they expect children to learn. Goals 2000 challenges states and communities to develop and implement challenging academic content standards, student performance standards and assessments, and plans for improving teacher training. The purpose of Goals 2000 is to improve teaching and learning through long-term and broad-based efforts so that all students in a state will reach to challenging academic standards. The program includes a peer review process for the evaluation of state plans, thus affording the opportunity for participating states to learn from the experience of other states and communities and to request technical assistance.

- Thomas Fagan, (202) 205-0303 or Goals 2000 program office, 401-0039
  e-mail: Thomas_Fagan@ed.gov

Parental Assistance

GOALS 2000 provides grants to establish parental information and resource centers to provide training, information, and support to parents of children from birth through secondary school. Nonprofit organizations working in consortia with local education agencies can apply for funds through this program.

- Goals 2000 program office, 401-0039

School Improvement Programs

School improvement programs provide financial assistance to state and local education agencies, institutions of higher education, and other public and private nonprofit organizations for a wide variety of programs designed to improve elementary and secondary education throughout the country.

Dwight D. Eisenhower Professional Development State Grants

The Eisenhower Program (also known as Title II) supports high-quality, sustained, and intensive professional development activities in the core academic subjects aligned to challenging state content and student performance standards to improve teaching and learning. Title II funds primarily support teacher improvement efforts at the district and school levels based on those districts' and schools' comprehensive review of their professional development needs. This program encourages the integration of professional development into the daily life of the school, moving beyond traditional one-day, "one-shot" workshops.

- Audrey Smith, (202) 260-2465
  e-mail: Audrey_Smith@ed.gov

Safe and Drug-Free Schools and Communities Programs

The Safe and Drug-Free Schools and Communities Program provides funds to assist states, schools, and communities in the design, implementation, and evaluation of alcohol and drug education and prevention programs. Teachers can receive training and materials. These services are available to teachers through the following grant programs:

State Grants

This formula grant program provides support to state education agencies (SEAs) and governors for a variety of drug and violence prevention activities focused primarily on school-age youth. SEAs are required to distribute 91 percent of funds to local education agencies fo drug and violence prevention. Activities authorized under the statute include developing instructional materials; counseling services; professional development programs for school personnel, students, law enforcement officials, judicial officials, or community leaders; implementing conflict resolution, peer mediation, and mentoring programs; implementing character education programs and community service projects; establishing safe zones of passage for students to and from school; and acquiring and installing metal detectors and hiring security personnel. 30 percent of the funds distributed to LEAs must be awarded to LEAs with the greatest need for additional funds for drug and violence prevention; the remaining 70 percent of funds must be awarded to LEAs based on enrollment. Governors use their program funds to provide support to parent groups, community-based organizations, and other public and private nonprofit entities for drug and violence prevention activities that complement the SEA/LEA portion of the program. Governors give priority to programs that serve youth not normally served by LEAs or students in need of additional services.

Teachers should contact their principal or superintendent to find out more about the services that their school district provides under this program. Each SEA and governor's office also has a contact person who oversees the state's program. Information on state contacts is available through the national office.

- Deborah Rudy, (202) 260-3954
  e-mail: Deborah_Rudy@ed.gov

National Programs

These programs are intended to prevent violence and the illegal use of drugs and promote safety and discipline at all education levels, from preschool through postsecondary, and require coordination with other appropriate

federal activities designed to prevent drug use and violence among students at all education levels. National programs provide direct support for classroom teaching through initiatives such as development and dissemination of drug and violence prevention materials including model programs, best practice teacher training, and supplementary materials for use by students and parent education.

- Charlotte Gillespie, (202) 260-3954
  e-mail: Charlotte_Gillespie@ed.gov

Innovative Education Program Strategies

Innovative Education Program Strategies (Title IV) are designd to: (1) support local education reform efforts which are consistent with and support statewide reform efforts under the GOALS 2000: Educate America Act; (2) support state and local efforts to accomplish the National Education Goals; (3) provide funding to enable state and local education agencies to implement promising education reform programs; (4) provide a continuing source of innovation, and education improvement, including support for library services and instructional and media materials; and (5) meet the special education needs of at-risk and high-cost students. Training opportunities for teachers and other education staff may be incorporated into many of the eight innovative assistance areas.

- Zulla Toney, (202) 260-2551
  e-mail: Zulla_Toney@ed.gov

Ellender Fellowships

The Ellender Fellowship Program provides funds to the Close Up Foundation, a nonpartisan, nonprofit foundation that promotes knowledge and understanding of the Federal government. Close Up allocates fellowships to low-income students and their teachers, students of migrant parents, economically disadvantaged older Americans, and recent immigrants, to enable them to participate in Close Up's program and increase their understanding of the federal government.

- Barbara Krebs, (703) 706-3300
  e-mail: outreach@closeup

Christa McAuliffe Fellowships

The Christa McAuliffe Fellowship program provides grants to states to reward excellence in teaching. Outstanding teachers receive fellowships to continue their education, to develop innovative programs, to consult with or assist local education agencies, private schools, or private school systems, and to engage in other education activities that will improve their knowledge and skills as well as the

education of students. Information about the program is available through the state administrator.

- Steve O'Brien, (202) 260-2141
  e-mail: Steve_OBrien@ed.gov

Women's Educational Equity

The Women's Educational Equity program promotes educational equity for women and girls at all levels of education and provides financial assistance to enable education institutions to meet the requirements of Title IX of the Education Amendments of 1972. It is also intended to provide educational equity for women and girls who suffer multiple discrimination, bias, or stereotyping based on sex and/or race, ethnic origin, disability, or age. The program provides financial assistance to public agencies, private nonprofit organizations and institutions, and individuals to develop and implement model equity programs in schools throughout the nation. Awards are made in two categories--*Implementation grants* and *research and development grants*.

- Carrolyn Andrews, (202) 260-2670
  e-mail: Carrolyn_Andrews@ed.gov

Magnet Schools Assistance in Desegregating School Districts

The Magnet Schools Assistance Program assists in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group isolation in elementary and secondary schools with substantial numbers of minority group students. They also permit the development and implementation of magnet schools that assist in the achievement of systemic reforms and provide all students with the opportunity to meet challenging content and student performance standards; the development and design of innovative education methods and practices; and courses of instruction in magnet schools that strengthen students' knowledge of academic subjects and their grasp of tangible and marketable vocational skills. Only local education agencies that are part of a court-ordered or federally approved desegregation program are eligible to apply.

- Sylvia Wright, (202) 260-3778
  e-mail: Sylvia_Wright@ed.gov

Desegregation Assistance, Civil Rights Training, and Advisory Services

The Desegregation Assistance, Civil Rights Training and Advisory Services program is authorized by Title IV of the Civil Rights Act. Under this program, state education

agencies (SEAs) and Desegregation Assistance Centers (DACs) help public schools address problems resulting from race, sex, and national origin, desegregation, and equity issues. Upon request, technical assistance, training, and advisory services are provided by 10 regional DACs and SEAs. Typical activities include: technical assistance in the identification and selection of appropriate education programs to meet the needs of limited-English proficient students, training designed to develop educators' skills in specific areas such as the identification of race and sex bias in instructional materials; and the dissemination of information on successful education practices and legal requirements related to nondiscrimination on the basis of race, sex, and national origin in education programs.

- Sylvia Wright, (202) 260-3778
  e-mail: Sylvia_Wright@ed.gov

Education for Homeless Children and Youth

The Education for Homeless Children and Youth Program makes formula grants to state education agencies (which in turn make subgrants to local education agencies) to ensure that each child of a homeless individual and all homeless youth have access to a free, appropriate public education and social services.

- Tanesha Hembrey, (202) 260-1719
  e-mail: Tenesha_Hembrey@ed.gov

Even Start Family Literacy

The Even Start Family Literacy Program makes formula grants to state education agencies (which in turn make subgrants to local education agencies and other entities), and discretionary grants to Indian tribes and tribal organizations, and to states for the children of migratory workers, to provide family-centered education projects. The goals are: to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide literacy training for their parents.

- Patricia McKee, (202) 260-0991
  e-mail: Patricia_McKee@ed.gov

Public Charter Schools

The Public Charter Schools Program provides financial assistance for the design and initial implementation of charter schools created by teachers, parents, and other members of local communities. Grants are available, on a competitive basis, to state education agencies (SEAs) in states that have charter school laws; the SEAs in turn make subgrants to authorized public chartering agencies in partnership with developers of charter schools. If an eligible SEA elects not to participate or if its

application for funding is not approved, the Department can make grants directly to eligible local partnerships.

- John Feigel, (202) 260-2671
  e-mail: John_Fiegel@ed.gov

Prevention and Intervention Programs for Children and Youth Who Are Neglected and Delinquent or At Risk of Dropping Out

This program, also known as the Neglected and Delinquent Children Program, provides formula grants to state education agencies (SEAs) for supplementary education services to help provide education continuity for children and youth in state-run institutions for juveniles and in adult correctional institutions, so that these youth can make successful transitions to school or employment once they are released from state institutions. Funds are allocated by formula to SEAs, which make subgrants to the state agencies responsible for educating neglected or delinquent children and youth.

- Paul Brown, (202) 260-0976
  e-mail: Paul_Brown@ed.gov

Technology Literacy Challenge Fund

Technology Literacy Challenge Fund grants support the development and implementation of systemic technology plans at the state, local, and school levels to improve the teaching and learning of all children. The four major goals of the program are that: (1) all teachers will have the training and support they need to help all students learn through computers and through the information superhighway; (2) all teachers and students will have modern computers in their classrooms; (3) every classroom will be connected to the information superhighway; and (4) effective and engaging software and online resources will be an integral part of every school curriculum.

- Thomas Fagan, (202) 401-0039
  e-mail: Thomas_Fagan@ed.gov

Comprehensive Regional Assistance Centers

This program funds 15 grantees who provide comprehensive training and technical assistance services to states, local education agencies, schools, Indian tribes, community-based organizations, and other recipients of federal funds under the Elementary and Secondary Education Act (ESEA). The purpose of the centers is to

help coordinate and integrate the implementation of ESEA and other federal education programs with state and local activities in ways that support federal, state, and local efforts to improve teaching and learning and increase the academic achievement of all children.

- Steven Brockhouse, (202) 260-2476
  e-mail: Steven_Brockhouse@ed.gov

Parental Assistance Centers

Parent information and resource centers provide parents with training, information, and support to help them better understand their children's education needs and help them achieve high standards. Centers use funds to: (1) coordinate with existing programs that support parents in helping their children get ready for school and reach high standards; (2) develop resource materials and provide information about high-quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials; and (3) support a variety of promising models of family involvement programs including Parents as Teachers program (PAT) of Home Instruction for Preschool Youngsters (HIPPY).

- Thomas Fagan (202) 401-0039
  e-mail: Thomas_Fagan@ed.gov

Indian Education

The Office of Indian Education funds special programs to improve education opportunities for Indian children and adults, and to address the culturally related academic needs of Indian children. Information about the various Indian education programs is available through the national office.

- David Beaulieu, (202) 260-3774
  e-mail: David_Beaulieu@ed.gov

Migrant Education

The Office of Migrant Education administers and coordinates programs relating to the education of the children of migratory agricultural workers and fishers. Information about the various Migrant Education Programs is available through the Office of Migrant Education.

- Bayla White, (202) 260-1164
  e-mail: bayla_white@ed.gov

Impact Aid

The Impact Aid program makes formula grants to school districts that serve federally connected students (e.g., military dependents and children living on Indian lands) and to certain school districts containing a significant amount of federal property. Funds generally may be used for general education purposes, and teachers are frequently responsible for distributing and collecting survey forms used to identify eligible students.

- Catherine Schagh, (202) 260-3907
  e-mail: Catherine_Schagh@ed.gov

Office of Special Education and Rehabilitative Services

The Individuals with Disabilities Education Act (IDEA)

On June 4, 1997, President Clinton signed the bipartisan IDEA legislation into law. The new IDEA legislation aims to strengthen academic expectations and accountability for the nation's 5.4 million children with disabilities, and bridge the gap that has too often existed between what those children learn and the regular curriculum.

IDEA will make these changes by:

- raising expectations for children with disabilities;
- increasing parental involvement in the education of their children;
- ensuring that regular education teachers are involved in planning and assessing children's progress;
- including children with disabilities in assessments, performance goals, and reports to the public;
- supporting quality professional development for all personnel who are involved in educating children with disabilities.

The Office of Special Education and Rehabilitative Services (OSERS) supports programs that assist in educating children and youth with disabilities, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities. OSERS is divided into three offices: the Office of Special Education Programs; the Rehabilitation Services Administration; and the National Institute on Disability and Rehabilitation Research.

The Office of Special Education Programs

The Office of Special Education Programs (OSEP) is responsible for administering programs relating to the free appropriate public education of all children, youth, and adults with disabilities. OSEP oversees programs to expand and improve special education, administers grants to state education agencies to help state and local districts serve children and youth with disabilities, and monitors state programs to ensure that students with disabilities receive appropriate education and that their rights and those of their parents or guardians are protected. OSEP also administers programs to train special education teachers and conducts research in improved methods of special education. Some grants are given to all the states according to a formula prescribed in congressional legislation authorizing the program; others are awarded to individuals or institutions on the merit of competitive applications.

- Thomas Hehir, (202) 205-5507
  e-mail: Thomas_Hehir@ed.gov

The Rehabilitation Services Administration

The Rehabilitation Services Administration (RSA) allocates grants to state vocational rehabilitation agencies to help individuals with physical or mental disabilities obtain employment through counseling, medical and psychological services, job training, and other individualized services. Priority is given to those individuals who are severely disabled. RSA also funds programs that train rehabilitation professionals, enrich the lives of individuals with disabilities, increase their employment opportunities, or enable people with severe disabilities to live more independently with their families or in their communities.

- David Ziskind, (202) 205-5474
  e-mail: David_Ziskind@ed.gov

The National Institute on Disability and Rehabilitation Research

The National Institute on Disability and Rehabilitation Research (NIDRR) provides leadership and support for a comprehensive and coordinated national and international program of rehabilitation research. NIDRR's most important goal is to find ways to ensure that disabled persons have the opportunity to live independently. Working with both federal and private-sector organizations, NIDRR develops and implements long-range plans for rehabilitation research and coordinates the work of all federal agencies supporting or conducting such research. NIDRR also participates in the international exchange of rehabilitation experts and information and, through the U.S. Department of

State, participates in U.S. rehabilitation research projects with foreign governments as well as in other international rehabilitation research and demonstration projects.

- Catherine Seelman, (202) 205-8134
  e-mail: Kate_Seelman@ed.gov

The following list provides information on specific OSERS programs:

Clearinghouses for Children and Youth with Disabilities

The Office of Special Education and Rehabilitative Services sponsors three clearinghouses focusing on children with disabilities, postsecondary education for individuals with disabilities, and professions in special education. The National Information Center for Children and Youth with Disabilities provides parents, professionals, and others with information regarding the diverse issues related to the education of children with disabilities. (Refer to the appendices for a listing of the Center and its address and phone number.)

- Marie Roane, (202) 205-8971
  e-mail: Marie_Roane@ed.gov

Early Education Program for Children with Disabilities

The program provides support for projects designed to assist states to serve infants, toddlers, and preschool-age children with disabilities; and to assist states and local entities in expanding and improving programs and services for these children and their families. It addresses the needs of programs serving infants and toddlers from birth through age two who experience developmental delays, have conditions that have a high probability of resulting in developmental delays, or are at risk of having substantial developmental delay if early intervention services are not provided. Children ages three through eight are also included if, as a result of disability, they require special education, and children ages three through five who need special education because of a developmental delay are included at the discretion of the state.

- Gail Houle, (202) 205-9045
  e-mail: Gail_Houle@ed.gov

Early Intervention Program for Infants and Toddlers with Disabilities

This program provides formula grants to states, the District of Columbia, Puerto Rico, the Secretary of the Interior, and the outlying areas to assist them in developing and implementing statewide systems of coordinated, comprehensive multidisciplinary, interagency programs of early intervention services for infants and toddlers with

disabilities. Allocations are based on the number of children in the general population from birth through age two. States are responsible for making services available to all children with disabilities from birth through age two and their families, including Indian children served through Department of the Interior schools. States may also elect to provide services to infants and toddlers who are at risk of having substantial developmental delays if services are not provided.

- Bobbi Stettner-Eaton, (202) 205-8828
  e-mail: Bobbi_Stettner-Eaton@ed.gov

Educational Media Research, Production, Distribution, and Training Program

This program has a three-fold purpose: to promote the general welfare of deaf and hard-of-hearing individuals, general welfare of individuals who are visually impaired, and education advancement of individuals with disabilities through media related activities specified in the Individuals with Disabilities Education Act.

- Ernie Hairston, (202) 205-9172
  e-mail: Ernie_Hairston@ed.gov

Grants to States for the Education of Children with Disabilities

This program provides formula grants to states, the District of Columbia, Puerto Rico, the Secretary of the Interior, and Outlying Areas to assist them in meeting the costs of providing special education and related services to children with disabilities.

- Ruth Ryder, (202) 205-5547
  e-mail: Ruth_Ryder@ed.gov

Knowledge Dissemination and Utilization

These projects support information utilization and dissemination, including state-of-the-art assessments and diffusion centers, to ensure that knowledge generated from research is available and can be fully used to improve services, opportunities, and conditions for persons with disabilities. Projects that provide technical assistance and training to state and local governments and private businesses regarding the Americans with Disabilities Act and facilitate implementation of the ADA without litigation or hardship are also included under this activity.

- Kate Seelman, (202) 205-8134
  e-mail: Kate_Seelman@ed.gov

Parent Training and Information Centers

The purpose of this program us to provide training and information to parents of children with disabilities and persons who work with parents to enable such

individuals to participate more effectively with professionals in meeting the education needs of children with disabilities. Centers are required to address the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's education programs; (3) communicate more effectively with professionals; (4) participate fully in education decision making; (5) obtain information about program services and resources and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for educating children with disabilities under the Part B of the Individuals with Disabilities Education Act.

- Merri Pearson (202) 205-9093
  e-mail: Merri_Pearson@ed.gov

Preparation of Personnel for the Education of Children with Disabilities

The purpose of this program is to increase the quantity and improve the quality of personnel available to serve children with disabilities. Grants are awarded competitively to institutions of higher education, state education agencies, and other appropriate nonprofit agencies.

- Ed Moore, (202) 205-9048
  e-mail: Ed_Moore@ed.gov

Preschool Grants for Children with Disabilities

This program provides formula grants to states, the District of Columbia, Puerto Rico, and the outlying areas on the basis of the number of children with disabilities ages three through five served in each state. States must distribute at least 75 percent of their grant awards to local education agencies and intermediate education units. They may retain up to 20 percent of their awards for the planning and development of a comprehensive service delivery system for children from birth to age five years. Up to five percent may be retained for administration.

- Nancy Treusch, (202) 205-9097
  e-mail: Nancy_Treusch@ed.gov

Program for Children and Youth with Serious Emotional Disturbance

The purpose of this program is to improve special education and related services for children with serious emotional disturbance. In addition to addressing the needs of children with disabilities, the program also supports projects to prevent children with

emotional and behavioral problems from developing serious emotional disturbances that require special interventions.

- Lou Danielson, (202) 205-8119
  e-mail: Lou_Danielson@ed.gov

Program for Children and Youth with Severe Disabilities

The purpose of this program is to improve early intervention, special education, and related services for children with severe disabilities, including deaf-blindness. Children with severe disabilities are those who, because of the intensity of their physical, mental, or emotional problems, need highly specialized education, social, psychological, and medical services. Included in this group are children with severe emotional disturbance, autism, severe and profound mental retardation, and those who have two or more serious disabilities such as deaf-blindness, or mental retardation and blindness.

- Anne Smith, (202) 205-8888
  e-mail: Anne_Smith@ed.gov

Protection and Advocacy of Individual Rights

The purpose of the program is to support systems that protect the legal and human rights of individuals with disabilities who are ineligible for protection and advocacy services provided under other similar programs. Grant funds are used to ensure the protection of rights for eligible individuals, such as the right of children with disabilities to a free appropriate public education under the individuals with Disabilities Education Act. Grant funds are not used to provide education services.

- RoseAnn Ashby, (202) 205-8719
  e-mail: roseann_ashby@ed.gov

Regional Resource and Federal Centers Programs

The purpose of this program is to provide consultation, technical assistance, and training, as requested, to state education agencies and, through these agencies, to local education agencies and other appropriate public agencies to aid these agencies in providing special education, related services, and early intervention services to infants, toddlers, children, and youth with disabilities and their families.

- Marie Roane, (202) 205-8451
  e-mail: Marie_Roane@ed.gov

Research in Education of Individuals with Disabilities

The purpose of this program is to advance and improve the knowledge base and improve the practice of professionals, parents, and others who provide early intervention, special education, and related services to children with disabilities. The program supports a wide range of projects in research and related activities such as technical assistance and dissemination activities.

- Tom Hanley, (202) 205-8971
  e-mail: Tom_Hanley@ed.gov

Secondary Education and Transitional Services Program for Youth with Disabilities

The purpose of this program is to assist youth with disabilities in the transition from secondary school to postsecondary environments, such as postsecondary education and competitive or supported employment. It is also to improve secondary special education and vocational life skills for children with disabilities. Cooperative agreements are awarded to states based on joint applications from state education and vocational rehabilitation agencies to develop, implement, and improve systems to provide transition services for youth with disabilities from age 14 through the age they exit school. These one-time only awards are made competitively for a five-year period.

- Mike Ward, (202) 205-8163
  e-mail: Mike_Ward@ed.gov

Services for Children with Deaf-Blindness

This program assists states in providing early intervention, special education and related services to infants, toddlers, children, and youth who are deaf-blind; assists agencies that are preparing adolescents who are deaf-blind for adult placement; and supports research, development, replication, preservice and in-service training, parental involvement activities, and other activities to improve services to children who are deaf-blind.

- Charles Freeman, (202) 205-8165
  e-mail: Charles_Freeman@ed.gov

State Assistive Technology Grants

The National Institute on Disability and Rehabilitation Research (NIDRR) supports consumer-driven state plans for the delivery of assistive technology devices and

services. The goal is to eliminate programmatic, policy, and other barriers that keep persons with disabilities from enjoying the benefits of assistive technology.

- Kate Seelman, (202) 205-8134
  e-mail: Kate_Seelman@ed.gov

Technology, Educational Media, and Materials for Individuals with Disabilities

The purpose of this program is to advance the availability, quality, use, and effectiveness of technology, education media, and materials in the education of children and youth with disabilities. It also provides for early intervention services to infants and toddlers with disabilities.

- Jane Hauser, (202) 205-8126
  e-mail: Jane_Hauser@ed.gov

Training Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind

This program is designed to establish interpreter training programs or to assist ongoing programs to train a sufficient number of skilled interpreters throughout the country in order to meet the communication needs of individuals who are deaf and individuals who are deaf-blind by: (a) training manual, tactile, oral, and cued speech interpreters; (b) ensuring the maintenance of the skills of interpreters; and (c) providing opportunities for interpreters to raise their level of competence.

- Victor Galloway, (202) 205-9252
  e-mail: Victor_Galloway@ed.gov

Office of Postsecondary Education Programs

Center for International Education, Advanced Training and Research

Fulbright-Hays Seminars Abroad Program

The Fulbright-Hays Seminars Abroad Program is designed to increase mutual understanding between people of the United States and those of other countries by offering qualified American educators opportunities to participate in short-term seminars abroad. Applications for this program are accepted through the Fulbright-Hays program.

- Linda Byrd-Johnson, (202) 401-9798
  e-mail: linda_byrd-johnson@ed.gov

Higher Education Programs

Minority Teacher Recruitment

This program is designed to improve recruitment and training opportunities in education for minority individuals, including language minority individuals; increase the number of minority teachers, including minority language teachers; and prepare and place students as teachers in urban and rural public or private nonprofit elementary or secondary schools with at least 50 percent minority enrollment. The program funds remedial and tutoring programs; counseling and support services; academic advice; and guidance in course selection to prepare for such areas as teacher certification, teaching mentors, motivational development, future teachers clubs, and instruction in test-taking skills.

- Vicki Payne, (202) 260-7615
  e-mail: vicki_payne@ed.gov

Talent Search

The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the education system and complete their education. The goal of Talent Search is to increase the number of disadvantaged youth who complete high school and enroll in the postsecondary education institution of their choice.

- Clinton Black, (202) 708-8272
  e-mail: clinton_black@ed.gov

Upward Bound

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families; high school students from families in which neither parent holds a bachelor's degree; and low-income, first-generation military veterans who are preparing to enter postsecondary education. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education.

- Peggy Whitehead, (202) 708-4804
  e-mail: TRIO@ed.gov

43

Office of Vocational and Adult Education

School-to-Work Opportunities Act

The Departments of Education and Labor have entered into a partnership to establish a national framework within which all states can create comprehensive statewide School-to-Work Opportunities Systems. These systems will integrate school-based and work-based learning as well as establish effective linkages between secondary and post-secondary education in order to help our youth acquire the knowledge, skills, abilities, and labor market information they need to make a smooth transition from school to career-oriented work or to further education and training.

Grants are being used by states and localities as seed capital to plan and implement statewide School-to-Work systems. The federal role will be to: promote the formation of local partnerships consisting of employers, local education agencies, and other key parties to help states and localities learn from each other and our international competitors; build a knowledge base of effective models, including strategies that meet the needs of the disadvantaged; and establish a national School-to-Work framework through core School-to-Work program components and national skill standards.

If you are an educator and would like more information on how you can join with employers, unions, parents, and others in the School-to-Work initiative, you may request *School-To-Work Opportunities: An Owner's Guide* by calling the School-to-Work Opportunities Team, (202) 401-6222

School-to-Work Opportunities State Development Grants

These grants are awarded to states to begin and enhance planning and developmental efforts to create comprehensive statewide School-to-Work Opportunities systems based on plans developed through state development grants. The School-to-Work Opportunities Initiative is the result of a broad-based and growing interest in creating School-to-Work systems in which young Americans choose and navigate paths to productive and progressively more rewarding roles in the workplace.

- School-to-Work Opportunities Team, (202) 401-6222
  home page: http://www.stw.ed.gov

School-to-Work Opportunities State Implementation Grants

These grants are awarded to states to establish comprehensive, statewide School-to-Work Opportunities systems. These systems will offer young Americans access to education and training programs designed to prepare them for a first job in high-skill, high-wage careers, and to increase their opportunities for further education.

- School-to-Work Opportunities Team, (202) 401-6222
  home page: http://www.stw.ed.gov

School-to-Work Opportunities Local Partnership Implementation Grants

These grants are for local partnerships to begin implementation of School-to-Work Opportunities Initiatives that will eventually be part of a statewide School-to-Work Opportunities system. These initiatives will offer young Americans access to programs designed to prepare them for a first job in high-skill, high-wage careers, and to increase their opportunities for further education. The local partnerships applying for these grants must demonstrate that a sound planning and development base for a School-to-Work Opportunities Initiative has been built and that implementation is ready to begin.

- School-to-Work Opportunities Team, (202) 401-6222
  home page: http://www.stw.ed.gov

School-to-Work Opportunities Urban and Rural Grant Opportunities

Awarded competitively, these grants enable urban and rural areas with high rates of poverty to develop and implement School-to-Work initiatives.

- School-to-Work Opportunities Team, (202) 401-6222
  home page: http://www.stw.ed.gov

Division of Adult Education and Literacy

The Division administers several programs to provide education opportunities for adults, age 16 years and older, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in the workplace and in their daily lives. The Adult Education Act authorizes two formula grant programs: (1) the State-Administered Basic Grants Program, and (2) the State Literacy Resource Centers Program. State-Administered Basic Grants are provided to state education agencies, which in turn distribute funds to local providers through a competitive process based upon state-established funding criteria. The State Literacy Resource Centers Program stimulates the coordination of literacy services, and creates a network of state or regional resource centers. The division also maintains a Clearinghouse on Adult Education and Literacy. State contacts for the State-Administered Basic Grants Programs and for the State Literacy Resource Centers Programs are listed in the Services and Resources section of this book.

- Ronald S. Pugsley, (202) 205-8270
  e-mail: Ronald_Pugsley@ed.gov

Division of Vocational-Technical Education

The Division administers the Carl D. Perkins Vocational and Applied Technology Education Act that provides formula grants to state education agencies to help provide vocational-technical education programs and services to youth and adults. Among the programs supported by the Division is Tech-Prep education. Each state has a Tech-Prep Coordinator. State Tech-Prep contacts are listed in the Services and Resources section of this book.

- Richard DiCola, (202) 205-8269
  e-mail: Richard_DiCola@ed.gov

Division of National Programs

The division administers OVAE's national discretionary research, development and demonstration programs in vocational-technical and adult education. Through grants, cooperative agreements and contracts, the division supports activities which promote program improvement, leadership, research, capacity building and dissemination. The division also supports the National Center for Research in Vocational Education, (NCRVE), and the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). Specific information on the range of divisional program activities may be found within the *Resource Guide for Discretionary National Vocational-Technical and Adult and Literacy Education Programs*. Contacts for the NCRVE and NNCCVTE are listed in the Services and Resources section of this book.

- Dennis Berry, (202) 205-9650
  e-mail: Dennis_Berry@ed.gov

Office of Educational Research and Improvement

The Office of Educational Research and Improvement (OERI) provides national leadership in the cultivation and expansion of fundamental knowledge and understanding of education. Moreover, OERI aggressively promotes the use and application of such knowledge to improve practice in the classroom. OERI also monitors the state of education and stimulates excellence and equity in education and the achievement of the National Education Goals by spurring reform in the school systems of the United States. These activities are best accomplished through OERI's active collaboration with researchers, teachers, school administrators, librarians, parents, students, employers and policymakers.

OERI directs, coordinates, and recommends policy for activities that are designed to:

- improve the quality of education available and to ensure access to equal educational opportunities for all individuals.
- conduct basic and applied research on the teaching and learning process; the economic, social, and policy contexts of education; and on other defined areas of high priority.
- collect and analyze statistical data on the present condition of education and project education trends.
- demonstrate, disseminate, and adapt new knowledge and practices to various education settings.
- support learning opportunities through libraries, the information superhighway, and other technologies.
- promote coordination between the Department's education research and development programs and the related activities of other federal agencies.
- forge a national consensus with respect to a long-term agenda for education research, development, dissemination, and other activities, through collaborative efforts with the National Educational Research Policy and Priorities Board as well as with external constituencies.

What follows is a summary of current OERI programs.

OERI National Research Institutes

The recent reauthorization of the Office of Educational Research and Improvement created five national research institutes in different topical areas. Each institute has been given a separate Catalog of Federal Domestic Assistance (CFDA) number. All grant programs administered by each institute are identified by the Institute's CFDA number followed by an alpha. The institutes, the CFDA number identified with the institute, and the individual institute's phone numbers are listed below:

The National Institute on Student Achievement, Curriculum and Assessment
(CFDA: 84.305)
555 New Jersey Avenue, NW
Washington, DC 20208-5573
(202) 219-2079, FAX: (202) 219-2135;

The National Institute on Eduction of At-Risk Students
(CFDA: 84.306)
555 New Jersey Avenue, NW
Washington, DC 20208-5521
(202) 219-2239, FAX: (202) 219-2030;

The National Institute on Early Childhood Development and Education
(CFDA: 84.307)
555 New Jersey Avenue, NW
Washington, DC 20208-5520
(202) 219-1935, FAX: (202) 219-4768;

The National Institute on Educational Governance, Finance, Policymaking and Management
(CFDA: 84.308)
555 New Jersey Avenue, NW
Washington, DC 20208-5510
(202) 219-2032, FAX: (202) 219-2159

The National Institute on Postsecondary Education, Libraries, and Lifelong Learning
(CFDA: 84.309)
555 New Jersey Avenue, NW
Washington, DC 20208-5531
(202) 219-2064, FAX: (202) 501-3005

Field-Initiated Studies

OERI institutes administer the Field-Initiated Studies Program, which supports studies designed to meet the education research and development needs of the United States. Applicants are invited to select a topic from OERI's Research Priorities Plan. The following personnel are the contacts for each of the institutes for Field-Initiated Studies.

National Institute on Student Achievement, Curriculum and Assessment:

- Clara Lawson-Holmes, (202) 219-2079
  e-mail: Clara_Lawson@ed.gov

National Institute on the Education of At-Risk Students

- Beth Fine, (202) 219-1323
  e-mail: Beth_Fine@ed.gov

National Institute on Early Childhood Development and Education

- Sue Gruskin, (202) 219-4768
  e-mail: Sue_Gruskin@ed.gov

National Institute on Educational Governance, Finance, Policymaking and Management

- Amy Singer, (202) 219-2159
  e-mail: Amy_Singer@ed.gov

National Institute on Postsecondary Education, Libraries and Lifelong Learning
- Delores Monroe, (202) 219-2229
  e-mail: Delores_Monroe@ed.gov

National Educational Research and Development Centers

To help improve and strengthen student learning in the United States, OERI's five research institutes support 10 university-based national education Research and Development Centers. The centers address specific topics such as early childhood education, student achievement in core academic subjects, and teacher preparation and training. In addition, most of the centers focus on the education of disadvantaged children. Many centers collaborate with other universities, and many work with elementary and secondary schools. Centers may be contacted directly (see below) for a catalog of their publications and services.

Center for Research on the Education of Students Placed at Risk
Johns Hopkins University, CSOS
3505 North Charles Street
Baltimore, MD 21218
(410) 516-8800

National Center to Enhance Early Development and Learning
University of North Carolina at Chapel Hill
Frank Porter Graham Child Development Center
CB#4100
Chapel Hill, NC 27599-4100
(919) 966-4250

National Center for Postsecondary Improvement
Stanford Institute for Higher Education Research
508 Ceras Building
Stanford University
Stanford, CA 94305-4125
(415) 723-7727

Center for Research on Evaluation, Standards, and Student Testing (CRESST)
University of California, Los Angeles
Graduate School of Education
405 Hilgard Avenue, 1339 Moore Hall
Los Angeles, CA 90024-1522
(310) 206-1530

National Research and Development Center on Achievement in School Mathematics and Science
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
(608) 263-3605

National Research and Development Center on Increasing the Effectiveness of State and Local Education Reform Efforts
Consortium for Policy Research in Education
Graduate School of Education
University of Pennsylvania
3440 Market Street, Suite 560
Philadelphia, PA 19104-3325
(215) 573-0700, ext. 224

National Research Center on Cultural Diversity and Second Language Learning
Regents of the University of California
University of California at Santa Cruz
1156 High Street
Santa Cruz, CA 95064
(408) 459-4114

National Reading Research Center
University of Georgia
318 Aderhold
Athens, GA 30602-7125
(706) 542-3678

National Research Center on the Gifted and Talented
University of Connecticut
362 Fairfield Road U-7
Storrs, CT 06269-2007
(860) 486-4676

National Research Center on Improving Student Learning and Achievement in English
The Research Foundation of the State University of New York
University of Albany, SUNY
School of Education
1400 Washington Avenue
Albany, NY 12222
(518) 442-5029

National Center for Education Statistics

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

The Center's activities are designed to: address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and, report timely, useful, and high quality data to the Department, the Congress, and other education policy makers and data users. The Center includes the Office of the Commissioner and four divisions: Statistical Standards and Methodology, Data Development, Education Surveys, and Education Assessment.

Office of the Commissioner

The Office of the Commissioner of Education Statistics can provide information about NCES plans and programs, and can offer guidance in accessing its many data bases.

- Maureen Tracy, (202) 219-1828
  e-mail: Maureen_Tracy@ed.gov

Statistical Standards Services Group

The Statistical Standards Services Group provides state-of-the-art technical and statistical support to the center and to federal and non-federal organizations and entities that engage in statistical work in support of the mission of NCES.

- Sam Peng, (202) 219-1643
  e-mail: Samuel_Peng@ed.gov

Data Development and Longitudinal Studies Group

The Data Development and Longitudinal Studies Group has center-wide responsibility for focusing the content and design of NCES programs; improving analyses, distribution, and use of products; and increasing international activities.

- Mary Frase, (202) 219-1807
  e-mail: Mary_Frase@ed.gov

Education Assessment Group

The Education Assessment Group conceives, designs, develops, implements, and reports on the National Assessment of Educational Progress (NAEP) and conducts a variety of related education assessment studies. The division gathers, analyzes, and synthesizes qualitative and quantitiative data on American education and related policy and background factors.

- Gary Phillips, (202) 219-1763
  e-mail: Gary_Phillips@ed.gov

Education Surveys and Cooperative Systems Group

The Education Surveys Division oversees planning, design, operations, statistical analysis, reporting, and dissemination for elementary, secondary, vocational, postsecondary, and library surveys; ensures that statistical quality and confidentiality are maintained; maintains liaison with department officials, federal agencies, state and local education agencies, postsecondary institutions, statistical, education and library associations, and other individuals and groups concerned with national elementary, secondary, vocational, and postsecondary statistics.

- Paul Planchon, (202) 219-1616
  e-mail: Paul_Planchon@ed.gov

Office of Reform Assistance and Dissemination

OERI's Office of Reform Assistance and Dissemination is Congressionally mandated to promote and support nationwide education reform efforts through dissemination and applications of the best available knowledge. This office administers a number of programs, including:

Blue Ribbon Schools Recognition Program

This program identifies and gives national recognition to public and private schools that are unusually effective in meeting local, state, and national goals, in educating **all** of their students. Applications for this program are available from state education agencies.

- June Robinson, (202) 219-2149
  e-mail: Blue_Ribbon@ed.gov

Star Schools Program

The Star Schools Program provides grants to eligible telecommunications partnerships to encourage improved instruction in mathematics, science, foreign languages, literacy skills, vocational education, and other subjects, and to serve underserved populations through the development, construction, and acquisition of telecommunications facilities, equipment, and instructional programming. Grants are made for (1) general star schools grants; (2) statewide grants; and (3) high school completion and adult literacy grants. Grants are also made for a special local network project, and leadership, dissemination, and evaluation activities.

- Joseph Wilkes, (202) 219-2186
  e-mail: Joseph_Wilkes@ed.gov

Jacob K. Javits Gifted and Talented Students Education Grant Program

The Javits Program provides demonstration grants for personnel training and other activities to build a nationwide capability to meet the special education needs of gifted and talented students in elementary and secondary schools; to encourage the development of rich and challenging curricula for all students; and to supplement and make more effective the expenditure of state and local funds on gifted and talented education. This is accomplished through grants to schools, school districts, states, and other agencies. Applications are available through state and local education agencies.

- Janet Williams, (202) 219-1674
  e-mail: Janet_Williams@ed.gov

Jacob K. Javits Gifted and Talented Students Education Research Center

The National Research Center on the Gifted and Talented conducts research on methods of identifying and teaching gifted and talented students, and undertakes program evaluation, surveys, and the collection, analysis, and development of information about gifted and talented programs. The program focuses on students who may not be identified through traditional assessment methods, including economically disadvantaged individuals, those with limited English proficiency and individuals with disabilities.

- Beverly Coleman, (202) 219-2280
  e-mail: Beverly_Coleman@ed.gov

Dwight D. Eisenhower Professional Development Federal Activities

The Eisenhower Federal Activities Program supports projects of national significance that the secretary of education determines will contribute to the development and implementation of high-quality professional development activities in the core academic subjects.

- Carolyn Warren, (202) 219-2206
  e-mail: Carolyn_Warren@ed.gov

Fund for the Improvement of Education

The Fund for the Improvement of Education provides funds to conduct nationally significant programs to improve the quality of education, assist all students in meeting challenging state content standards, and contribute to the achievement of the National Education Goals. A wide variety of specific activities may be funded under this program.

- Rebecca Kirchoff, (202) 219-2138
  e-mail: Rebecca_Kirchoff@ed.gov

Office of Bilingual Education and Minority Languages Affairs

Mailing Address: OBEMLA
U.S. Department of Education
330 C Street, SW, 5th Floor
Washington, DC 20202-6510

Academic Excellence Awards

This program provides descretionary grants to state education agencies, local education agencies, nonprofit organizations, and institutions of higher education to promote the adoption and implementation of exemplary bilingual education, English as a second language, and other special alternative instructional programs, and professional development programs.

- Mary T. Mahony (202)205-5463
  e-mail: askncbe@ncbe.gwu.edu

Bilingual Education Comprehensive School Grants

This program provides discretionary grants for schoolwide bilingual education or English as a second language programs and other special alternative instructional programs. Programs should reform, restructure, and upgrade all relevant programs and operations that serve all (or virtually all) limited-English proficient (LEP) students in a particular school. Grants may be used for family education, parent outreach, curriculum development, instructional materials, improved assessment procedures, education software, tutoring and counseling, training programs that improve services to LEP students, or compensation of personnel trained to serve LEP students.

- Harry Logel, (202)205-5463
  e-mail: askncbe@ncbe.gwu.edu

Bilingual Education Program Enhancement Grants

This program provides grants to carry out, expand, or enhance an existing bilingual education or English as a second language program and other special alternative instructional programs for limited-English proficient (LEP) students. Grantees must conduct professional development programs that improve the instruction of LEP students. Grants may also be used for family education, compensation of personnel trained to serve LEP students, curriculum development, education technology, or academic or career counseling.

- Ana Garcia, (202)205-5463
  e-mail: askncbe@ncbe.gwu.edu

Bilingual Education Systemwide Improvement Grants

The program provides grants to improve, reform, and upgrade programs and operations of an entire local education agency (LEA) in order to better serve limited-English proficient (LEP) students. Funds may be used for curriculum development, development of education standards for LEP students, improved assessment procedures, enhanced personnel policies, reform of student grade-promotion and graduation requirements, family education programs, instructional materials, education technology, and academic or career counseling.

- Harry Logel, (202)205-5463
  e-mail: askncbe@ncbe.gwu.edu

Bilingual Education Teachers and Personnel Grant

The program provides discretionary grants for professional development of bilingual education teachers and other education personnel for the purpose of improving education services to limited-English proficient (LEP) students.

- Cindy Ryan, (202) 205-5463
  e-mail: askncbe@ncbe.gwu.edu

Elementary School Foreign Language Incentive Program

The Department awards grants to encourage local education agencies to implement intensive foreign language programs.

- Petraine Johnson, (202)205-8737
  e-mail: Petraine_Johnson@ed.gov

Emergency Immigrant Education Program

The Emergency Immigrant Program provides formula grants to state education agencies to assist local education agencies that experience large increases in their student population due to immigration. Grants are to be used to provide high-quality instruction to immigrant children and youth to help them make the transition into American society and meet the same challenging state performance standards expected of all children and youth. Under the law, the term "immigrant children and youth" means individuals age 3 through 21 who were not born in the United States and who have not been attending one or more schools in the United States for more than three full academic years.

- Harpreet Sandhu, (202) 205-5463
  e-mail: harpreet_sandhu@ed.gov

Field-Initiated Research

Makes funding available to carry out field-initiated research conducted by current or recent recipients of Title VII grants. This program provides grants for research on effective instructional methods for serving limited-English proficient (LEP) students and for other issues related to LEP students.

- Tim D'Emilio, (202)205-5463
  e-mail: askncbe@ncbe.gwu.edu

Graduate Fellowships Program

Provides financial assistance through institutions of higher education to individuals who are pursuing master's, doctoral, or post-doctoral study related to instruction of limited-English proficient children and youth in areas such as teacher training, program administration, research and evaluation, and curriculum development and for the support of dissertation research related to this study. Fellowship recipients are required to work for a period equivalent to the period of time that assistance is received.

- Cindy Ryan, (202) 205-5463
  e-mail: askncbe@ncbe.gwu.edu

Program Development Implementation Grants

The program provides discretionary grants that support the development and implementation of new comprehensive, coherent, and successful bilingual or English as a second language programs and other special alternative instructional programs for limited-English proficient students.

- Ana Garcia, (202) 205-8737
  e-mail: askncbe@ncbe.gwu.edu

State Grant Program

The State Grant Program provides discretionary grants to states and outlying areas to collect and report data on the state's limited-English proficient (LEP) population and to provide technical assistance to local education agencies (LEAs) within the state. SEAs may use program funds to assist LEAs with program design, capacity building, student assessment, and program evaluation. SEAs may also use program funds to train SEA personnel in education issues affecting LEP children and youth.

- Luis Catarineau, (202) 205-5463
  e-mail: askncbe@ncbe.gwu.edu

Office of Intergovernmental and Interagency Affairs

The Presidential Scholars Program

The U.S. Presidential Scholars Program was established to recognize and honor the nation's most distinguished graduating high school seniors. Winners of the award have demonstrated leadership, scholarship, their contributions to school and community, and accomplishment in the arts, sciences, or other fields. Each year, the White House Commission on Presidential Scholars selects 141 scholars--one young man and one young woman from each state, the District of Columbia, Puerto Rico, and students from U.S. families living abroad; 15 students at large; and 20 scholars who demonstrate exceptional skill in the arts.

- Kimberly Watkins-Foote, (202) 205-0512
  e-mail: Kimberly_Watkins-Foote@ed.gov

For the Arts Program, write to:

- National Foundation for Advancement in the Arts
  800 Brickell Avenue, Suite 500, Miami, FL 33131

The President's Education Awards Program

The President's Education Awards Program consists of two kinds of awards -- The President's Award for Educational Excellence and the President's Award for Educational Improvement. The Educational Excellence Award recognizes and rewards educational excellence. The Educational Improvement Award recognizes all students, including students with special needs, who are making an outstanding effort to learn and improve in their academic subjects. The award is a certificate signed by the President, the Secretary of Education, and the school principal. To receive these awards, a student would have to be enrolled in a school which has chosen to participate in the program. This is a voluntary program and it is the principal's decision whether or not his/her school will participate in the program.

- Linda Bugg, (202) 401-3644 or 1-800-438-7232
  e-mail: Linda_Bugg@ed.gov

Services and Resources

The services described in this section are administered by the U.S. Department of Education to advance research, information, and communication about education issues. Some are directly accessible to teachers; others are mainly directed at local and state education agencies, and can be accessed through district officials. The following program descriptions highlight services that might be useful to teachers.

The Monthly Satellite Town Meeting

On the third Tuesday of each month during the school year, U.S. Secretary of Education Richard W. Riley hosts a live, interactive video teleconference for communities working to improve their schools and to share real-life, practical solutions to education issues and ways to fulfill the seven priorities. Interested individuals may view the meetings at community down link sites or by watching participating local public access TV. Individuals can participate in the discussion by calling (800) 368-5781.

- Sponsored by the U.S. Department of Education and the U.S. Chamber of Commerce, the Satellite Town Meeting is hosted by Secretary Riley, usually at the Chamber's television facility. National experts, community leaders, and educators are the in-studio guests for an informal discussion where they offer insights and practical, "how-to" advice for communities.

- Viewers call in with questions for the secretary and his guests, or with examples of effective programs in their own communities.

- To take part in the Satellite Town Meeting, local educators, business and community leaders, parents, and others convene at school facilities, community colleges, chambers of commerce, businesses -- wherever there is a satellite dish. In many areas of the country, the Satellite Town Meeting is available live on local cable television access stations.

- Major national cable outlets, including the Discovery Channel, America's Disability Channel and Mind Extension University, have carried the Satellite Town Meeting, as do a number of state educational television systems.

- Recent Satellite Town Meetings have focused on strategies for preparing young children for school, eliminating youth violence, and developing school-to-career partnerships to prepare students for today's jobs. Secretary Riley's guests have included educators and community leaders from across the country, as well as President Clinton, Attorney General Janet Reno, and other Cabinet officials.

- You can join the Town Meeting on-line, via a "list serve," using the Internet. This free "list serve," follows the topic of the Town Meeting each month and engages a variety of practitioners in lively discussion about innovative programs in their communities. The address to join is listserv@suum.syr.edu. In the message area, write subscribe satl-con (your name).

  To learn more about the GOALS 2000 Satellite Town Meeting and the on-line discussion, call 1-800-USA-LEARN.

The Partnership for Family Involvement in Education

The Partnership for Family Involvement in Education seeks to promote children's learning through the development of family-school-community partnerships. Under the motto of "Better Education Is Everybody's Business," thousands of family, school, community, employer and religious groups have come together to support student learning to high standards. These partners represent a growing grassroots movement across this country organized into four areas:

- **Family-School Partners for Learning** support home-school partnerships and pre-service and in-service training to help teachers work effectively with families. Family partners strengthen schools through at-home activities including encouraging reading, monitoring homework, making sure their children are prepared for and attend school; and through at-school activities including attending school conferences and asking for challenging coursework. School partners support families' expectations for their children's education, reach out to parents as partners, offer parents help, and are accessible when parents are available.

- **Employers for Learning Partners** adopt family- and student-friendly business practices, such as providing leave time to attend parent conferences and volunteer in school, and provide parent training and child care.

- **Community Organizations for Learning** support learning communities through organized before- and after-school and summer activities, help to make streets safe for children, and support supervised recreational activities.

- **Religious Organizations for Learning** provide reading partners, mentors, and other caring adults to support children's learning, provide parent education programs, sponsor cultural programs, make their buildings available for organized activities, and support out-of-school learning.

New members join the Partnership through a sign-on statement developed by each sector's founding members. The sign-on is included in the back of this book.

Toll-Free Information Phone Numbers

1-800-USA-LEARN Telephone Bank
The Information Resource Center (IRC) is the public service component of the GOALS 2000 project. The IRC provides referrals, answers questions on GOALS 2000 and other Department of Education initiatives, and can send you information and publications on an array of education issues. The IRC coordinates with the GOALS 2000 Community Services staff in assisting communities and identifying potential GOALS 2000 communities. The IRC provides information about Department publications and upcoming events, including the monthly Satellite Town Meeting.

Departmental Locator
The Department's Personnel Locator, which serves as the telephone and office directory, can be reached at **1-800-572-5580**, or **(202) 708-5366** within the Washington, DC metro area.

OERI Information Office (National Library of Education)
The Office of Educational Research and Improvement maintains a toll-free telephone line staffed by trained information specialists who field more than 40,000 requests a year for information and publications. Teachers can call this number for information about education statistics, education research information, and publications published by OERI. The number is **1-800-424-1616**, or **(202) 219-1513** within the Washington, DC metropolitan area.

ACCESS ERIC
OERI's Educational Resources Information Center (ERIC) is a national information network of Clearinghouses. ERIC has the world's largest education data base, which contains more than 775,000 citations to documents and journal articles. The data base and ERIC document collections are housed in about 3,000 locations worldwide. To find out more about the data base, learn about new materials, receive referrals to other agencies, or find out more about ERIC, call ACCESS ERIC, at **1-800-LET-ERIC**.

Financial Aid Information
The Department of Education provides information about how to apply for student financial aid, as well as about the current status of any given student's financial aid package, through a toll-free number, **1-800-433-3243**.

Office for Civil Rights
The Office for Civil Rights collects all of its civil rights policy documents in a *Policy Codification System* (PCS). To ensure the broadest possible dissemination of PCS documents, OCR has a toll-free Policy Information Line that the public may call to request a copy of any OCR policy document. The telephone number is **1-800-421-3481**. To report suspected civil rights violations, call Wayne Walker at **(202) 205-5413**.

Office of the Inspector General
The Office of the Inspector General provides a hotline for individuals to call to report instances of fraud, waste, or abuse involving Department of Education funds or programs. Anyone having such knowledge should call **1-800-MIS-USED**. All callers can be assured of absolute confidentiality.

Schools Without Drugs
Various drug abuse prevention materials, including *The Parent's Guide to Drug Prevention,* (Growing Up Drug Free), and *Schools Without Drugs* can be obtained by calling **1-800-624-0100**. In DC, the number is **(202)732-3627**.

On-Line Resources

U.S. Department of Education's Public World Wide Web/Gopher/FTP site
Teachers with access to the Internet can tap a rich collection of ED information at ED's public World Wide Web/Gopher/FTP site, including:

- o fact sheets and other information on GOALS 2000, the reauthorized Elementary and Secondary Education Act , School to Work, and the family partnership;
- o collections of the academic standards;
- o announcements of new publications and data sets;
- o press releases, funding opportunities, and event calendars;
- o general information about the Department;
- o searchable ED staff directory, directories of effective programs, and directory of education-related information centers;
- o descriptions of ED programs;
- o research findings and syntheses;
- o full-text publications for teachers, parents, and researchers;
- o statistical tables, charts, and data sets; and
- o pointers to all public Internet resources at R&D Centers, Regional Laboratories, ERIC Clearinghouses, and other ED-funded institutions.

Internet users can access the information using a World Wide Web client such as NCSA Mosaic (URL = **http://www.ed.gov**), a Gopher client (gopher to **gopher.ed.gov** or select **North America--> USA--> General--> U.S. Department of Education**), or an FTP client (ftp to **ftp.ed.gov**).

OERI Toll-Free Electronic Bulletin Board
Much of the information that is available on the Department's Internet site is also available to those who don't yet have Internet access but who can dial into a bulletin board. The OERI electronic bulletin board provides on-line access to statistical data, research findings, information about Department of Education programs, and, in some cases, full texts of departmental documents. Computer users can retrieve this information at any hour using a modem (at speeds up to 14400 baud) and calling **1-800-222-4922**. The local direct number is, **(202) 219-1511**.

ED Board Electronic Bulletin Board
The Department's Grants and Contracts Service operates ED Board, which provides on-line access to information about the Department's programs, current funding opportunities, contracting forecasts, and information about doing business with the Department. Computer users can access ED Board at any hour using a modem (at speeds up to 2400 baud) and calling **(202) 260-9950** and via the Internet through FedWorld or the Department of Education's web server.

AskERIC

The ERIC Clearinghouse on Information & Technology, one of the 16 clearinghouses in the ERIC national information system, sponsored by the Office of Educational Research and Improvement, runs an Internet-based question-answering service called "AskERIC." Teachers, administrators, parents, and community members with education questions may send them via e-mail to **askeric@ericir.syr.edu**. A response is provided within 48 hours. AskERIC has also developed computerized resource collections of frequently-asked questions, lesson plans, short summaries of recent research, and literature searches on popular topics.

AskERIC Virtual Library

The AskERIC Virtual Library is an Internet site of selected resources for education and general interest. As a Sun SITE, AskERIC has the resources to use sound, video, and multimedia resources. Some of the contents include more than 700 lesson plans, access to the ERIC database and full-text ERIC Digests, AskERIC InfoGuides (topical guides to Internet and ERIC resources), archives of education-related listservs, and remote access to other Internet sites. Access the AskERIC Virtual Library at **URL = http://www.ericir.syr.edu** or gopher to **gopher.ericir.syr.edu**; or select North America->USA->General-> AskERIC; or telnet to **ericir.syr.edu**, anonymous, and for the password enter your email address.

National Parent Information Network

The National Parent Information Network (NPIN) is the largest Internet resource for parents, providing high-quality information devoted to child development, child care, education and parenting. NPIN publishes an online newsletter for parents that contains timely information on issues of concern to parents, special reports on children by age group, and documents on relevant issues from a variety of sources. Access NPIN at **URL = http://www.prairienet.org/htmls/eric/npin/npinhome.html**.

Eisenhower National Clearinghouse for Mathematics and Science Education

This clearinghouse at Ohio State University provides access for K-12 educators to a growing collection of mathematics and science material and information, such as program or curriculum resources, federal funding, evaluations, and guides. An electronic catalog is available on CD-ROM and online at **URL = http://www.enc.org**. By 1996, the entire database will be searchable online and a user network will be in place. Contact Len Sumutis, (614) 292-1373.

Regional Educational Laboratory Network

Almost every one of the ten Regional Educational Laboratories maintains a World Wide Web or gopher site containing regional information and collections of research-based information designed for use by education practitioners. Internet users can access the Lab Network through any of the labs or through a central entry point maintained by the Northwest Lab, using a World Wide Web Client such as NCSA Mosaic (**URL = http://www.nwrel.org**) or a gopher client (gopher to gopher.nwrel.org port 5000).

National Institute for Literacy

The National Institute for Literacy is developing an Internet-based information and communications network. Its three functions are to conduct moderated discussions on literacy issues, to provide a database of existing literacy-related information in searchable form from multiple locations, and to provide a ready reference section of relevant data. The prototype is available at URL = http://novel.nifl.gov.

National Clearinghouse for Bilingual Education

The National Clearinghouse for Bilingual Education (NCBE) is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to collect, analyze, synthesize, and disseminate information related to the education of linguistically and culturally diverse learners in the U.S. NCBE offers three on-line services for its clientele: the NCBE Web Site, at **http://www.ncbe.gwu.edu** where users can access a variety of materials produced by NCBE and link to a variety of other education resources on the Internet; the NCBE Gopher, **gopher.ncbe.gwu.edu** which includes information such as full-text documents and journal articles, frequently asked questions, and access to NCBE's bibliographic and directory databases; and AskNCBE, at **askncbe@ncbe.gwu.edu** a convenient way for e-mail users to request information and order publications from NCBE or to ask for help with NCBE's online services.

Teacher Resources on the Internet from the Federal Government

Executive Office of the President

The White House

World Wide Web
www.whitehouse.gov

This site offers information on the executive branch of government, the White House and the first family, tours and publications. Also, audio welcome messages from the President and Vice President. Provides access to White House press releases, including texts of briefings, executive orders, proclamations and remarks; also, speeches and major policy documents.

Executive Office of the President

World Wide Web
www.whitehouse.gov/WH/EOP/html/couples.html

Links to the offices of President Clinton, First Lady Hillary Rodham Clinton, Vice President Al Gore, Jr. and Mrs. Gore.

Office of National Drug Control Policy

World Wide Web
www.whitehouse.gov/WH/EOP/html/other/ONDCP.html

Explains the duties of the ONDCP and provides information on the director.

The President's Council on Physical Fitness

World Wide Web
www.whitehouse.gov/WH/PCPFS/html/fitnet.html

This site offers contact and descriptive information on the President's Council on Physical Fitness. Also, information on presidential fitness partners and participating organizations.

President's Interagency Council on Women

World Wide Web
www.whitehouse.gov/WH/EOP/Women/IACW/

This site offers information on the IACW, members, a report to the President and press releases. Also, a follow-up of the 1995 World Conference on Women in Beijing.

White House Correspondence

World Wide Web
www.whitehouse.gov/WH/Mail/html/Speak_Out.html

This site offers a form to send e-mail to the President or Vice President.

White House Office for Women's Initiatives and Outreach

World Wide Web
www.whitehouse.gov/WH/EOP/women/OWIO/index.html

Information about the office, a newsletter and a listing of recent events.

U.S. Department of Agriculture

Children and Youth Family Education Research Network

Telnet
gopher-cyfnet.new.umn.edu
Login: cyfnet

This site provides links to Programs and Resources Against Violence (PAVNET), youth-at-risk programs, national networks for child care, family resiliency, and science and technology literacy, as well as resources and statistics for child, youth, and family programs. A program of the USDA and 4-H.

Forest Service

World Wide Web
www.fs.fed.us

Gopher
cyfer.esusda.gov/11/ace/fs

The forest service provides text files on reinvention, Forest Service Video Library, Grand Mesa National Forest Travel Plan Revision, news releases, the International Union of Forestry Research Organization's newsletter, Federal Register notice of range reform hearings, proposed rules, information on timber sales, Rocky Mountain ecosystems and the Western Forest Health Initiative Report.

National Agricultural Library

World Wide Web
www.nalusda.gov

Information on National Agricultural Library events and resources, including links to publications, and information on the new Farm Bill. Includes a staff telephone list. Also, links to the NAL's 10 information centers: Agricultural Trade and Marketing; Alternative Farming Systems; Animal Welfare; Aquaculture; Biotechnology; Food and Nutrition; Plant Genome Data; Rural Information and Rural Health Service; Technology Transfer, and Water Quality.

Natural Resources Conservation Service

World Wide Web
www.ncg.nrcs.usda.gov

Links to databases on natural resource assets, such as soil, water, air, plants and animals, including humans. Also, links to the National Cartography and Geographic Information System Center, National Plant Data Collection Center, National Resources Inventory, National Soil Survey Center and the Plants Information Share Fast Track. Information on NRCS programs, including conservation partnership and volunteer programs. Also, technical references, news releases and organizational information.

Department of Commerce

Air and Space Commercialization Service

World Wide Web
www.doc.gov/oasc.html

Divided into four sections: Commercial Remote Sensing; Space Transportation Policy; Launch Trade Agreements; and Emerging Markets. Office mission is to foster growth of the U.S. commercial space industry.

Census Bureau

World Wide Web
www.census.gov

This site offers a full text of the Privacy Act and Title 13 of the U.S. code. Also, links to POPClock Projection, information on future population, CB bulletin board, data services, press releases and the CB art gallery. Includes mailing list subscriptions to obtain tip sheets; monthly product announcements and newsletters; demographic, economic and geographic programs; and the Decennial Census, including bureau definitions. Also, international information related to population data collection. The CB directory of information and services includes links to the following:

Center for Economic Studies
www.census.gov/ces.html

Census Bureau (retrieve helpful software)
file://ftp.census.gov/pub

Economic
www.census.gov/ftp/pub/econ/www

Financial Data (for state and local governments and schools)
www.census.gov:80/ftp/pub/govs/www/

Income and Poverty
www.census.gov/ftp/pub/hhes/www/incpov.html

State Census Information Center
www.census.gov/ftp/pub/sdc/www/

Statistical Abstract
www.census.gov/stat_abstract/

Statistical Briefs
www.census.gov/ftp/pub/apsd/www/statbrief

Consumer Affairs Office

World Wide Web
www.doc.gov/resources/oca/html

The Department of Commerce offers information on how to obtain consumer bulletins and reports, tip sheets, and business education guides.

National Oceanic and Atmospheric Administration

World Wide Web
www.noaa.gov

Links to press releases and NOAA offices, including the National Environmental Satellite, Data and Information Service; the National Marine Fisheries Service; the National Ocean Service; the National Weather Service; Coastal Ocean Program; Office of Global Programs and HPCC; and the Office of Oceanic and Atmospheric Research. Also, satellite images of hurricanes and other items.

National Weather Service
www.cominfo.nws.noaa.gov

Site includes warnings and forecasts for severe weather as well as general forecasts for the entire nation.

Department of Defense

World Wide Web
www.dtic.dla.mil/defenselink

DefenseLINK, the hub of DOD information, contains current press releases from the secretary of defense, joint chiefs of staff, and maintains a searchable database of previous releases. Also, department fact sheets, including worldwide U.S. troop strength; birth outcome studies; the Persian Gulf Veterans' Coordinating Board; and information on Bosnia operations, including official photos.

Ballistic Missile Defense Organization

World Wide Web
www.acq.osd.mil/bmdo/bmdolink/html

Information on BMDO programs: theater missile defense; national missile defense; and advanced technology development.

Bosnia Contact Information

World Wide Web
www.army.mil/post.htm

The U.S. Army offers directions on how to send mail to any service member stationed in Bosnia, and to their families in Germany. Also, how to send mail to an unspecified service member or family.

Air Force

World Wide Web
www.af.mil

Air Force general information; fact sheets; organizational structure and staff, and job opportunities; press releases, speeches, news briefings, news features and *Airman*; fact sheets on weapons, activities and commands; biographies of Air Force leaders; photo archive of weapons, operations and personnel; links to Internet servers maintained by Air Force bases, commands and laboratories. Also, historical information and Air Force band musical selections (audio).

Army

World Wide Web
www.army.mil

Information on applied research, artificial intelligence, base closures, aviation, electronic data exchange, the environment, military science, mounted warfare, software development, special operations, tanks and technology transfer. Also, information on the Army chief of staff and other personnel; the Army mission; intelligence; and recruiting. Information on Army facilities worldwide and a section on military history.

Marine Corps

World Wide Web
www.usmc.mil

Information about the Marine Corps and its history and traditions. Also, links to the Marine Corps anonymous ftp site and other USMC sites, and public event listings.

Navy

World Wide Web
www.navy.mil

Gateway to Navy online resources: Naval Command Control and Ocean Surveillance Center, Naval Computer and Telecommunications Center in Pensacola, FL. Navy News Service, Navy Postgraduate School, Naval Research Laboratory, Naval Surface Warfare Centers and Space and Naval Warfare Systems Command. Search *NavNews*, the Navy newsletter, and retreive the latest issue, and links to other Navy publications. Also, information on facility closings.

Naval Observatory

World Wide Web
www.usno.navy.mil

This site offers information on tours of the observatory; Sky Facts, a brief summary of astronmical events for the month; and lists of observatory products and order forms. Astronmetry section contains data sets on stars and stellar positions and information on the Navy prototype optical interferometer.

U.S. Department of Education

World Wide Web
www.ed.gov

Gopher
gopher.ed.gov

Links to information on national education goals; Education Department guides for teachers and researchers; national initiatives, including Goals 2000 and the School-to-Work initiative; publications; press releases; a staff directory; funding opportunities; the Chronicle of Higher Education's *Academe This Week*; and links to other education sites and programs.

Educational Resources Information Center ASK ERIC

World Wide Web
ericir.syr.edu

Gopher
ericir.syr.edu

The ERIC system is a clearinghouse of education resources, including lesson plans for teachers, information on education issues and GOALS 2000, and information guides on education concepts in specific fields with expert commentary and bibliographies. Links to other ERIC clearinghouses.

National Center for Research on Evaluation, Standards and Student Testing

Gopher
gopher.cse.ucla.edu

This site offers links to information on kindergarten-through-12th-grade assessment research. Also, information on education testing, research and development, and evaluation.

National Center on Adult Literacy

World Wide Web
litserver.literacy.upenn.edu

Links to the center's research agency, current projects, publications, the Department of Education, the Literacy Technology Laboratory and the International Literacy Institute.

National Network of Regional Educational Laboratories

Gopher
gopher.nwrel.org

Links to a staff directory and information on the regional educational laboratories, and links to lab sites nationwide.

Postsecondary Education Office

World Wide Web
www.ed.gov/offices/OPE

Links to the office of the assistant secretary for postsecondary education, and to relevant programs and organizations. Also includes current student loan information and downloadable application for federal student aid.

Project Easy Access for Students and Institutions

World Wide Web
easi.ed.gov

Information on a collaboration among government, business and education leaders to re-engineer the postsecondary education financial system.

School-To-Work Initiative

World Wide Web
www.stw.ed.gov/

The School-to-Work initiative provides federal seed money to partner businesses, community organizations and government with students to prepare students for the job market. Site includes information on events, announcements and grant descriptions.

U.S. Department of Energy

World Wide Web
www.doe.gov/

Links to the publication *DOENews*, information network, a DOE national telephone directory, program office descriptions and information services.

Argonne National Laboratory

World Wide Web
www.anl.gov

An overview of the ANL and major facilities, information resources and the DOE Office of Information Technology Conference. Includes an "Ask a Scientist" section and information on virtual reality.

Alternative Fuels Data Center

World Wide Web
afdc.nrel.gov:70/

Information on alternative fuels utilization, biofuels, refueling sites, the Alternative Fuels Hotline and other alternative fuels topics.

Brookhaven National Laboratory

World Wide Web
suntid.bnl.gov/bnl.html

BNL scientific and technical information. Also, departments, including the Alternating Gradient Synchrotron, Computing and Communications, Advanced Technology, National Nuclear Data Center, and Safety and Environmental Protection.

Continuous Electron Beam Accelerator Facility

World Wide Web
www.cebaf.gov

Links to news and events; weekly project progress updates; contact information and BEBAF e-mail addresses; maps; and conferences and workshops. The physics division includes a link to the text of the Data Acquisition System, and the Accelerator Division provides pointers to Accelerator Operation, Accelerator Physics, and the Free-Electron Laser. Also, a link to currently approved experiments.

Fermi National Accelerator Laboratory

World Wide Web
fnnews.fnal.gov

Links to the Drell Panel full report, the Science of High-Energy Physics and the Insider's Guide to Lab activities. Also, general information and schedules.

Lawrence Berkley Laboratory

World Wide Web
www.lbl.gov/LBL.html

An overview of the LBL, research news and highlights, scientific programs, technology transfer opportunities, computing services, library services, publications, education programs and job vacancies.

Lawrence Livermore National Laboratory

World Wide Web
www.llnl.gov

LLNL news, general information, core competency requirements, programs, projects, centers and consortia and disciplines. Also, information on partnerships with the University of California, other laboratories and the private sector.

Los Alamos National Laboratory

World Wide Web
www.lanl.gov

Links to *LabSource*, newsletter on the University of Calfornia's management of three Energy Department laboratories, a phone book and lists of job openings. Also, information by division and subject, and a software archive.

Mathematical, Information and Computational Sciences

World Wide Web
www.ed.doe.gov/production/octr/mics/index.html

Links to the Scalable Computing Laboratory, High Performance Computing Research Facility, Supercomputing Computations Research Institute, parallel processing, and advanced software technology and algorithms.

Oak Ridge National Laboratory

World Wide Web
www.ornl.gov

Gopher
gopher.ornl.gov

Information on research news, including partnerships with industry, schools and universities, and other DOE laboratories. Also, contact information for ORNL staff; an ORNL technical calendar; and employment information and research programs listed by directorates, divisions, centers and offices, programs, technologies and facilities. Major projects also are listed.

Pacific Northwest Laboratory

World Wide Web
www.pnl.gov:2080

Describes the PNL and provides pointers to seminars, press releases, laboratories, electronic information and an overview of the PNL.

Princeton Plasma Physics Laboratory

World Wide Web
www.pppl.gov

An overview of the PPPL, including a description of research projects and resources.

Sandia National Laboratory

World Wide Web
www.sandia.gov

A description of the SNL, selected SNL projects, initiatives and facilities, and SNL technologies database and a phone book of SNL staff.

Department of Health and Human Services

World Wide Web
www.os.dhhs.gov

Gopher
gopher.os.dhhs.gov

Health-related material, including information on AIDS, cancer, and contracts and grants. Also, Social Security and morbidity and mortality statistics. Link to the Catalog of Federal Domestic Assistance, which provides information on grant programs for security benefits, preventing and controlling disease, alcohol and drug abuse, conducting and supporting medical and biomedical research and promoting child development. Policy information, including program evaluation abstracts and pending legislation, and consumer information.

Administration on Children and Families

World Wide Web
www.acf.dhhs.gov

Information promoting economic and social well-being of children and families. Welfare reform demonstration program information, news releases, recent policy information, staff e-mail addresses and contact information, and program announcements.

Centers for Disease Control and Prevention

World Wide Web
www.cdc.gov

Full text of *Morbidity and Mortality Weekly Report*. Links to the Epi Info public-domain software program of the World Health Organization, a system for data on management and public health statistics for IBM-compatible microcomputers. Also, information on managed care organizations, vaccines necessary for travel, cruise ship sanitization, diabetes, youth tobacco addiction and healthy body weight.

Disease Prevention and Health Promotion Office

World Wide Web
odphp.oash.dhhs.gov

Gopher
odpho.oash.dhhs.gov

Federal consumer health publications and links to information sources.

National Cancer Institute/CancerNet

World Wide Web
www.nci.nih.gov

CancerNet:
wwwicic.nci.nih.gov/clinpdq/canet.htm

Information on the National Cancer Institute. CancerNet provides information on cancer and cancer treatment, such as National Cancer Institute statements on specific cancers and their treatment, discussions of screening for various cancers, articles about cancer prevention and information about specific drugs. CancerLit, a database of citations from and abstracts of scholarly articles about cancer and cancer treatment, accessed by topic or keyword.

U.S. Department of the Interior

World Wide Web
www.doi.gov

General information, organizational chart, budget information, job announcements and links to DOI bureaus. Includes information on national parks, the Arctic National Wildlife Refuge and congressional testimony.

Bureau of Indian Affairs

World Wide Web
info.er.usgs.gov/doi/bureau-indian-affairs.html

Descriptive information about the BIA and its director; available education programs, listings of regional offices and current press releases. Link to the Division of Energy and Mineral Resources.

Fish and Wildlife Refuge Service

World Wide Web
www.fws.gov

Information on the service and its mission, and activities, job announcements and press releases. Contains the text of the Endangered Species Act and a list of endangered species, information about duck stamps and short descriptions on selected fish species. Lists information on environmental contaminants, wildlife laws, wetlands and federal aid to states for wildlife and sport fish restoration.

National Park Service

World Wide Web
www.nps.gov

Background information, contact list, publications, information on individual national parks, NPS data and information on the American Civil War Battlefield Protection Plan, National Archeological Database, Prairie Grove Battlefield and NPS Geospatial Clearinghouse.

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U.S. Department of Justice

Community Relations Service

World Wide Web
www.usdoj.gov/offices/crs.html

General information and contact information for CRS offices nationwide are included in this site.

Juvenile Justice and Delinquency Prevention Office

World Wide Web
ncjrs.aspensys.com:81/aboutojj.html

This site provides information on congressional activities and office mission and goals. Also, links to other sites, including the Juvenile Justice Clearinghouse and the National Center for Missing and Exploited Children.

National Institute of Justice

World Wide Web
www.ncjrs.org/nijhome.htm

Gopher
justice2.osdoj.gov
Path: Office of Justice Programs

This site contains searchable NIJ directories and files on antistalking models, assessing the impact of Dade, County, FL's felony drug court, the children-At-Risk Program, developing drug testing by hair analysis, the Drug Use Forecasting Program, jail boot camps, gangs, and community policing.

U.S. Department of Labor

World Wide Web
www.dol.gov

Information about the Labor Department and the secretary of labor. Links to media releases, regulatory information, labor-related data, and grant and contract information. The Labor Related Data section contains official databases of the Bureau of Labor Statistics, Mine Safety and Health Administration data on mining accidents and injury statistics and Occupational Safety and Health Administration data on occupational injury and illness incidence rates.

Bureau of Labor Statistics

World Wide Web
stats.bls.gov/blshome.html

Information on BLS data, surveys and programs, and research papers and other publications. Also, recent economic statistics and regional BLS information.

U.S. Department of State

World Wide Web
www.state.gov

Links to the State Department Foreign Affairs Network, speeches, travel advisories, and human rights and country reports. Also, links to the Agency for International Development and the American Foreign Service Association servers. Includes information on the North American Free Trade Agreement.

Foreign Affairs Network

World Wide Web
dosfan.lib.uic.edu

Gopher
dosfan.lib.uic.edu

Links to State Department publications and major reports, treaties and other legal documents. Also includes consular and travel information, general foreign policy, contact information, and historical and declassified documents. Consular and Travel Information section has foreign travel per diem rates. The historic and declassified document section provides the official documentary historical record of major foreign policy decisions and significant diplomatic activity of the U.S. government.

INDEPENDENT AGENCIES

Consumer Product Safety Commission

Gopher
cpsc.gov

This site provides instructions for reporting an unsafe consumer product. Files of press releases; public calendars; *Federal Register* notices; information for manufacturers, retailers and distributors; and instructions for receiving information from CPSC via -mail.

National Aeronautics and Space Administration (NASA)

World Wide Web
www.nasa.gov

The NASA homepage offers links to NASA news, subjects of public interest, NASA strategic plan and other NASA strategies, policies and public affairs information, NASA online education resources and NASA information sources by subject.

NASA Earth Observing System

World Wide Web
eos.nasa.gov

Discover, retrieve and display documents and data about the Earth Observing System. Information on EOS issues and access to the Payload Panel Report. Additional resources to be added to include Algorithm Theoretical Basis Documents, the *EOS Reference Handbook*, the EOS directory, images from various satellites and airborne instruments, and cross-references to other EOS-related information servers on the Internet.

NASA Goddard Space Flight Center

World Wide Web
hypatia.gsfc.nasa.gov/GSFC_homepage.html

Central guide for many NASA projects and services. The NASA Information by Subject section connects to servers by subject category. The map links to the homepages of NASA centers and servers of other national and international space agencies. Also includes a personnel locator, which finds addresses, phone numbers and e-mail addresses for NASA staff; and a public affairs section that provides access to satellite images, information about space shuttle missions and astronauts. Gopher servers, including the Network Applications Information Center, scientific and technical information, Computer Software Management Information Center, and information on small shuttle payloads.

NASA K-12 National Research and Education Network

World Wide Web
quest.arc.nasa.gov

Gopher
quest.arc.nasa.gov

This site contains materials aimed at elementary, middle and high school and community college teachers. Information includes science lesson plans and curricular guides; guides to Internet science sources; and database, image and text files to support special NASA education projects.

NASA Kennedy Space Flight Center

World Wide Web
www.ksc.nasa.gov/ksc.html

Gopher
www.ksc.nasa.gov

This site provides NASA Gopher, Web and telnet sites organized by center and project. The historical archive section provides information about past space missions, listed by project name and mission number, shuttle missions; planetary probes and upcoming missions. Access to images transmitted from space, lists of mission objectives and accomplishments, and biological data about crew members. The FAQ section includes shuttle mission schedules, an article about becoming an astronaut and instructions for obtaining a launch pass.

NASA Liftoff to Space Exploration

World Wide Web
liftoff.msfc.nasa.gov

Information on Astro-2 experiments and discoveries, Read the Astro-2 log and find out about the shuttle flight crew. View stars, galaxies, planets and quasars in ultra-violet light.

NASA Shuttle Mission

World Wide Web
shuttle.nasa.gov

Links to experiments in the second flight of the sixth space shuttle mission, Columbia. Information on the Microgravity Laboratory, which will be used to investigate the near-weightless environment on Columbia and how it affects fluids, combustion, material structures and protein crystals, and to demonstrate technology needed to further microgravity research on the shuttle and the International Space Station. Also, information on the countdown, launch, orbit, landing, crew, photos and press releases.

NASA Space Calendar

World Wide Web
newproducts.jpl.nasa.gov/calendar

Lists date of scheduled launches, anniversaries of important space missions, birthdays of important astronomers, and astronomical highlights, such as eclipses and asteroid flybys. Also links to information on many launches, past space missions and biographies of astronomers.

Smithsonian Institution

World Wide Web
www.si.edu

Links to the Center for Earth and Planetary Studies, the Freer Gallery of Art, the Arthur M. Sackler Gallery, the National Air and Space Museum, the National Museum of the American Indian, the Natural History Web and the Smithsonian photo server.

Smithsonian Center for Earth and Planetary Studies and National Air and Space Museum

World Wide Web
ceps.nasm,edu:2020/homepage.html

Links to servers with images of Comet Shoemaker-Levy 9 collision with Jupiter and the Space Shuttle Repository and Regional Planetary Image Facility.

Smithsonian Natural History Museum

World Wide Web
www.nmnh.si.edu

Gopher
nmnhgoph.si.edu/11

This site offers directories and files on botany, vertebrate and invertebrate zoology, paleontology and other biological gophers. Field study program announcements.

National Library of Education

The National Library of Education is the largest federally funded library in the world devoted solely to education. The collection includes more than 200,000 books and about 750 periodical subscriptions, as well as studies, reports, Education Resources Information Center (ERIC) microfiche, and CD-ROM databases.

Collections

The National Library of Education maintains a number of collections, including a **circulating collection** of books on education, management, and related social sciences published since 1965. The collection includes a **reference collection** of current dictionaries, encyclopedias, handbooks, directories, abstracts, indexes, and legal and other research sources available in both print and CD-ROM. The Library maintains **current and historical collections of education-related journals and newsletters** and an historical collection of state education journals. The **microform collection** includes more than 450,000 items, including major newspapers, the *Federal Register*, the *Congressional Record*, and the complete microfiche collection of the ERIC system that includes thousands of reports on education topics. In addition, the library maintains a number of special collections. These collections include rare books, historical books, textbooks, U.S. Department of Education publications, archival materials, and children's books.

Services

The National Library of Education provides the following services: CD-ROM catalog including author, title, and subject access to the library's collections; reference and research assistance including a 1-800 user service; interlibrary loan; group and individual orientation seminars to the library's services and collections; referrals to appropriate organizations, agencies, libraries, associations, and individuals as additional sources of information; self-service photocopier and microform reader printers; and individual study rooms. The Library brings together INET (ED/OERI's Internet site and services); the Data Product Sales Program; and the Technology Resources Center. It also works in partnership with the Educational Resources Information Center (ERIC), a program with ready access to education information nationwide.

Address/Telephone/Internet:
U.S. Department of Education
National Library of Education
555 New Jersey Avenue NW
Washington, DC 20208-5721

Library Administration, (202) 219-2289
Reference, (202) 219-6018
Technology Resource Center, (202) 219-1699
Technical Services, (202) 219-2226
Legislative Reference Service, (202) 401-1045
Data Tape Sales, (703) 845-3151
Internet: Library@inet.ed.gov

Collection Development, (202) 219-1883
Outside Washington Area, (800)424-1616
FAX, (202) 219-1696
Circulation, (202) 219-2238
Interlibrary Loan, (202) 219-2238
ACCESS ERIC, 1-800-LET-ERIC

Secretary's Regional Representatives and Regional Offices

The Department of Education maintains 10 regional offices throughout the country. These offices represent the Department's programs and interests on a regional basis. The Secretary's Regional Representative (SRR) and staff conduct departmental business on myriad issues in their assigned states. At least five Principal Offices have representatives in each regional office. They include: The Office of Postsecondary Education (OPE), the Office of Special Education and Rehabilitative Services (OSERS), the Office for Civil Rights (OCR), the Office of the Inspector General (OIG), and the Office of Management (OM).

Office of Postsecondary Education staff handle questions related to student financial assistance programs. Office of Special Education and Rehabilitative Services staff assist constituents with rehabilitative services. Office for Civil Rights staff respond to questions about and review complaints related to civil rights issues. Office of the Inspector General staff investigate potential violations of law and conduct audits on Department-funded programs. The Office of Management has personnel offices or representatives in each of the regional offices.

Region I Boston

(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

	Room	Telephone
Secretary's Regional Representative, Jan Paschal McCormack PO & Ct Hs, Boston, MA 02109-4557	(540)	(617) 223-9317
Deputy Secretary's Regional Representative, Ralph Wright	(540)	(617) 223-9317
Eastern Division, Enforcement Coordinator, Thomas J. Hibino	(222)	(617) 223-9667
Boston Office - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont		
Director, Thomas J. Hibino	(222)	(617) 223-9667
Program Manager, J. Michael Burns	(222)	(617) 223-4146
Chief Civil Rights Attorney, Thomas A. Mela	(222)	(617) 223-9679
Team I, Fannie Gaines	(222)	(617) 223-4140
Team II, Ralph Montalvo	(222)	(617) 223-9688
Team III, Ralph D'Amico	(222)	(617) 223-9700
Team IV, Elizabeth Bagdon	(222)	(617) 223-9703
Team V, Carolyn Lazaris	(222)	(617) 223-9683
Special Agent In Charge, Gary E. Mathison	(512)	(617) 223-9301
Audit, Branch Manager. Steve Syriala	(512)	(617) 223-9300
Regional Cmsnr for Rehabilitation Services, John Szufnarowski McCormack PO & Ct Hs, Boston, MA 02109-4557	(232)	(617) 223-4085
Federal Real Property Assistance Program Eastern Operations Director, Peter A. Wieczorek McCormack PO & Ct Hs, Boston, MA 02109-4557	(536)	(617) 223-9321
Interagency Agreement with GSA for Pers Service Rep, Tom McGrath O'Neill FOB, 10 Causeway Street, Boston, MA 02222	(1095)	(617) 565-6630
Federal Direct Loan Client Account Management Group O'Neill FOB, 10 Causeway Street, Boston, MA 02222	(341)	(617) 565-6911
Area Case Director, Ralph S. Seastrom	(502)	(617) 223-9331
Training Officer, Thomas Threlkeld	(502)	(617) 223-9558
Team Leader, Rosemary Torpey	(502)	(617) 223-4306
General Information	(502)	(617) 223-9338

Region II, New York City

(New Jersey, New York, Puerto Rico, Virgin Islands)

	Room	Telephone
Secretary's Regional Representative, John Mahoney 75 Park Place, New York, NY 10007	12th Fl	(212) 264-7005
Deputy Secretary's Regional Representative, Patricia Parisi	12th Fl	(212) 637-6284
Regional Administrative Officer, William J. Doyle, IV	12th Fl	(212) 264-6285
Eastern Division, Enforcement Coordinator, Thomas Hibino		(617) 223-9667
New York Office - New Jersey, New York, Puerto Rico, Virgin Islands		
Director, Helen N. Whitney	14th Fl	(212) 637-6332
Program Manager (Vacant)	14th Fl	(212) 637-6333
Chief Civil Rights Attorney, Steven Pereira	14th Fl	(212) 637-6336
Special Projects Unit, (Vacant)	14th Fl	(212) 637-6332
Team STARRT, Linda Colon	14th Fl	(212) 637-6288
Team D-TEEM, Yvonne Bernier	14th Fl	(212) 637-6298
Team ELITE, Sharyn M. Martin	14th Fl	(212) 637-6309
Regional Inspector General, Audit, Guido G. Piacesi	12th Fl	(212) 637-6271
Regional Inspector General, Investigation, Gary Mathison	12th Fl	(212) 264-4104
Regional Commissioner for Rehabilitation Srvcs, John J. Szufnarcwski (A)	12th Fl	(212) 637-4016
Asst Regional Cmsnr for Program Operations, Anthony J. LaGattuta	12th Fl	(212) 637-6451
Asst Regional Cmsnr for Mgmt and Support Services, Gennaro Iodice	12th Fl	(212) 637-6449
Federal Real Property Assistance Program, Eastern Operations		
Director, Peter A. Wieczorek McCormack PO & Ct Hs, Boston, MA 02109-4557	(536)	(617) 223-9321
Personnel Management Specialist, John Riso	12th Fl	(212) 637-6286
Area Case Director, Robert McKiernan	12th Fl	(212) 637-6423
Co-Team Leader, William Swift	12th Fl	(212) 637-6418
Guaranteed Student Loan Branch Chief, Ann Marie Cimino	12th Fl	(212) 264-8143
Team Leader Direct Loans (CAMG), Barbara Heisler Williams	12th Fl	(212) 264-8012
Training Officer, Sandra Santana	12th Fl	(212) 637-6443
Regional Grants Representative, Earl Williams	12th Fl	(212) 637-6398

Region III Philadelphia

(Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)

	Room	Telephone
Secretary's Regional Representative, W. Wilson Goode	(16350)	(215) 596-1001
3535 Market Street, Philadelphia, PA 19104-3398		
Deputy Secretary's Regional Representative, (Vacant)	(16350)	(215) 596-1002
Administrative Officer, Esther Perry	(16350)	(215) 596-0175
Eastern Division, Enforcement Coordinator, Thomas Hibino		(617) 223-9667
Regional Director for Civil Rights, Robert A. Smallwood	(6300)	(215) 596-6787
Philadelphia Office - Delaware, Maryland, Kentucky, Pennsylvania, West Virginia		
Director, Brenda Wolff (A)	(6300)	(215) 596-6787
Program Manager, Charles N. Smailer	(6300)	(215) 596-6804
Chief Civil Rights Attorney, Lee A. Nell	(6300)	(215) 596-6175
Team I, Joseph Mahoney	(6300)	(215) 596-6170
Team II, Junius Solomon	(6300)	(215) 596-6176
Team III, Myra E.Coleman	(6300)	(215) 596-6172
Team IV, Brenda Johnson	(6300)	(215) 205-9799
Team V, Robert Ford	(6300)	(215) 596-6091
Southern Division, Enforcement Coordinator, Rosetta Hillary		(202) 205-8668
District of Columbia Office - North Carolina, Virginia, Washington, DC		
Director, Jean Peelen	(5074-I)	(202) 205-8668
330 C Street, SW, Washington, DC 20202		
Program Manager, Alice Wender	(5070-I)	(202) 205-9488
Chief Civil Rights Attorney, Richard Foster	(5068-I)	(202) 205-9990
Regional Inspector General, Audit, Hugh M. Monaghan	(16280)	(215) 596-0262
Regional Inspector General, Investigation, Steven J. Gelfand	(16280)	(215) 596-1021
Regional Commissioner for Rehabilitation Services, Ralph N. Pacinelli	(16120)	(215) 596-0317
Assistant Regional Commissioner, Jeffrey M. Mitchell	(16120)	(215) 596-0318
Federal Real Property Assistance Program		
Eastern Operations		
Director, Peter A. Wieczorek	(536)	(617) 223-9321
McCormack PO & Ct Hs, Boston, MA 02109-4557		
Personnel Management Specialist, John Fidrych	(16300)	(215) 596-6459

Region IV Atlanta

(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)

	Room	Telephone
Secretary's Regional Representative, Stan Williams 100 Alabama Street, NW Atlanta, GA 30303	(19T47)	(404) 562-6225
Deputy Secretary's Regional Representative, Judith W. Harwood	(19T44)	(404) 562-6225
Staff Assistant, Sonja Atkinson	(19T50)	(404) 562-6227
Southern Division, Enforcement Coordinator, Rosetta Hillary		(202) 205-9799
Atlanta Office - Alabama, Florida, Georgia, South Carolina, Tennessee		
Director, Barbara Shannon	(19th Fl)	(404) 562-6361
Program Manager, Arinita Ballard	(19th Fl)	(404) 562-6377
Program Manager, Raul Gamez	(19th Fl)	(404) 562-6376
Chief Civil Rights Attorney, Barbara Shannon	(19th Fl)	(404) 562-6361
Regional Inspector General for Audit, Carol Lynch P.O. Box 2687, Atlanta, GA 30301	(18T71)	(404) 562-6461
Special Agent in Charge, Grant Purdy P.O. Box 2687, Atlanta, GA 30301	(18T71)	(404) 562-6461
Regional Commissioner for Rehabilitation Services, (Vacant) P.O. Box 1691, Atlanta, GA 30301	(1021)	(404) 331-2352
Federal Real Property Assistance Program Eastern Operations Director, Peter A. Wieczorek McCormack PO & Ct Hs, Boston, MA 02109-4557	(536)	(617) 223-9321
Regional Personnel Officer, Benny Hyatt	(18T60)	(404) 562-6244
Regional Director, Judith G. Brantley (A)	(2203)	(404) 331-0556
Guaranteed Student Loan Branch Chief, Judith G. Brantley (A)	(2203)	(404) 331-0556
Regional Dirctor for Atlanta Collections Center, Joseph Burney	(2100)	(404) 331-2501
Contract Services Branch Chief, Freda Heppner	(2100)	(404) 331-3685
Regional Representative for Higher Ed. Programs, Carolyn Proctor P.O. Box 1692, Atlanta, GA 30301	(2203)	(404) 331-1049
Regional Director, Direct Loans, Connie Kaschub	(18T20)	(404) 562-6257

Region V Chicago

(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

	Room	Telephone
Secretary's Regional Representative, Stephanie Jones 111 North Canal Street, Chicago, IL 60606	(1094)	(312) 886-8215
Deputy Secretary's Regional Representative (Vacant)		
Public Affairs Specialist, Brent Hoffman	(1094)	(312) 886-8217
Midwestern Division, Enforcement Coordinator, Linda McGovern		(312) 886-8434
Chicago Office - Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin		
Director, Linda McGovern	(10th Fl)	(312) 886-8434
Civil Rights Attorneys Staff Chief, John Fry	(10th Fl)	(312) 886-8434
Team 1, Karen Vierneisel (10th Fl) (312) 886-8436		
Team 2, Mary D. O'Shea	(10th Fl)	(312) 886-8437
Team 3, James Heffernan	(10th Fl)	(312) 886-8438
Team 4, Don Pollar	(10th Fl)	(312) 886-8440
Resolution Resource Team, Madonna T. Lechner	(10th Fl)	(312) 886-8434
Cleveland Office - Michigan, Ohio		
Director, Harry Orris Plaza 9 Bldg, 55 Erie View Plaza, Cleveland, OH 44114	(750)	(216) 522-4970
Regional Inspector General for Audit, Robert G. Seabrooks	(940)	(312) 886-8646
Regional Inspector General for Investigation, Rex Livengood	(940)	(312) 886-8788
Regional Commissioner for Rehab Services Administration, Douglas L. Burleigh 10220 N. Executive Hills Blvd. Kansas City, MO 64153-1367	(5th Fl)	(816) 880-4107
Regional RSA Team Leader	(1048)	(312) 886-8629
Federal Real Property Assistance Program Eastern Operations Director, Peter A. Wieczorek McCormack PO & Ct Hs, Boston, MA 02109-4557	(536)	(617) 223-9321
Regional Personnel Officer, James G. Riley	(1084)	(312) 886-8795
Director, Chicago Service Center, Diane Spadoni	(1009)	(312) 886-0939
Regional Grants Representative, Clark Chipman	(700D)	(312) 353-1743

Region VI Dallas

(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

	Room	Telephone
Secretary's Regional Representative, Sally H. Cain	(2125)	(214) 767-3626
1200 Main Tower Building, Room 2125, Dallas, TX 75202-4309		
Deputy Secretary's Regional Representative, Trini Garza	(2125)	(214) 767-3626
Public Affairs/ Administrative Officer, Dura C. Wilson	(2125)	(214) 767-3626
Southern Division, Enforcement Coordinator, Rosetta Hillary (202) 205-9799		
Dallas Office - Arkansas, Louisiana, Mississippi, Oklahoma, Texas		
Director, Taylor D. August	(2260)	(214) 767-3959
Operations Officer, Charlene Furr	(2250)	(214) 767-3936
Chief Civil Rights Attorney, Joan Sessoms-Ford	(2260)	(214) 767-4166
Team A, Tim Blanchard (A)	(2260)	(214) 767-2474
Team B, George Cole (A)	(2260)	(214) 767-4008
Team C, John Stephens (A)	(2260)	(214) 767-2479
Team D, Sandra Stephens (A)	(2260)	(214) 767-3961
Team E, Frank Sanders (A)	(2260)	(214) 767-9437
Western Area Inspector General--Operations, Douglas Ponci	(2130)	(214) 767-3826
Western Area Manager for Audit, Daniel Thaens	(2130)	(214) 767-3826
Western Area Manager for Investigation, Fred I. Kinney	(2130)	(214) 767-3361
Regional Commissioner for Rehabilitation Services, Loerance Deaver	(2225)	(214) 767-2961
Federal Real Property Assistance Program Western Operations Director, David B. Hakola	(2339)	(202) 401-0506
600 Independence Avenue, SW, Washington, DC 20202-4553		
Personnel Management Specialist, Bob Wise	(2110)	(214) 767-3651
Regional Director (Reg IV-VII) for Student Financial Assistance, Samuel Booker	(2150)	(214) 767-3811
Institutional Review Branch I Chief, Charles Johnson	(2150)	(214) 767-3811
Institutional Review Branch II Chief, Carl Hammack	(2150)	(214) 767-3811
Guarantor & Lender Review Branch Chief, Lyndon Lee	(2150)	(214) 767-3811
Regional Grants Representative, Matthew Taylor	(2150)	(214) 767-3811

Region VII Kansas City

(Iowa, Kansas, Missouri, Nebraska)

	Room	Telephone
Secretary's Regional Representative, Sandra Walker 10220 N. Executive Hills Blvd, Kansas City, MO 64153-1367	(720)	(816) 880-4000
Midwestern Division, Enforcement Coordinator, Linda McGovern		(312) 886-8434
Kansas City Office - Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota		
Director, Mary O'Shea (A)	(8th Fl)	(816) 880-4200
Program Manager, Steven D. Stratton (8th Fl) (816) 880-4200		
Civil Rights Attorneys Staff Chief, David S. Alleyne	(8th Fl)	(816) 880-4200
Service Leadership Team, Michael B. Hamilton	(8th Fl)	(816) 880-4215
Case Resolution Team A, John E. Nigro (A)	(8th Fl)	(816) 880-4227
Case Resolution Team AA, Robert Mayhawk	(8th Fl)	(816) 880-4237
Case Resoluton Team AAA, Safiyyah Muhammad	(8th Fl)	(816) 880-4237
Case Resolution Team AAAA, Elizabeth Koval	(8th Fl)	(816) 880-4247
Regional Inspector General for Audit, William T. Allen	(2nd Fl)	(816) 880-4024
Regional Inspector General for Investigation, (Vacant)	(210)	(816) 880-4034
Regional Commissioner for Rehabilitation Services, Douglas Burleigh	(5th Fl)	(816) 880-4107
Federal Real Property Assistance Program Western Operations Director, David B. Hakola 600 Independence Avenue, SW, Washington, DC 20202-4553	(2339)	(202) 401-0506
Personnel Management Specialist, Barbara Mullen	(9th Fl)	(816) 880-4015
Regional Director, Sam Booker (A)	(9th Fl)	(816) 880-4053
Training Specialist, Linda Coffey	(9th Fl)	(816) 880-4053
Training Specialist, Thomas G. Bckerle	(9th Fl)	(816) 880-4045
Institutional Review Branch I Chief, Steven Dorssom	(9th Fl)	(816) 880-4054
Institutional Review Branch II Chief, William Hudson	(9th Fl)	(816) 880-4065

Region VIII Denver

(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

	Room	Telephone
Secretary's Regional Representative, Lynn O. Simons Federal Building, 1244 Speer Blvd, Suite 310, Denver, CO 80204-3582	(310)	(303) 844-3544
Western Division, Enforcement Coordinator, Gary Jackson *Denver Office - Arizona, Colorado, Montana, New Mexico, Utah, Wyoming*		(206) 220-7880
Director, Lillian Gutierrez	(300)	(303) 844-4480
Program Manager, Nancy Haberkorn	(300)	(303) 844-5695
Chief Civil Rights Attorney, David Dunbar	(300)	(303) 844-4821
Team A, L. Thomas Close	(300)	(303) 844-4506
Team B, Linda Howard-Kurent	(300)	(303) 844-4522
Team C, Arnold Chavez	(300)	(303) 844-2006
Regional Cmsnr for Rehabilitation Services, Loerance Deaver 1200 Main Tower Bldg. Dallas, TX 75202-4325	(200)	(303) 844-2135
Regional Inspector General for Audit, William T. Allen 10220 N. Executive Hills Boulevard Kansas City, MO 64153	(2nd Fl)	(816) 891-7981
Regional Inspector General for Investigation, Fred Kinney 1200 Main Tower Bldg. Dallas, TX 75202-5040	(2130)	(214) 767-3361
Federal Real Property Assistance Program Western Operations Director, David B. Hakola 600 Independence Avenue, SW, Washington, DC 20202-4553	(2339)	(202) 401-0506
Personnel Managment Specialist, Mary Kelly	(353)	(303) 844-3864
Institutional Review Branch Chief, Harry Shriver	(322)	(303) 844-3677
Training Officer, Jacque Straub	(322)	(303) 844-2338

Region IX San Francisco

(Arizona, California, Hawaii, Nevada, American Samoa, Guam, Trust Territory of the Pacific Islands)

	Room	Telephone
Secretary's Regional Representative, Loni Hancock 50 United Nations Plaza, San Francisco, CA 94102-4987	(205)	(415) 437-7520
Deputy Secretary's Regional Rep, Suzanne G. Ramos	(205)	(415) 437-7520
Special Assistant, Charles Tooker	(205)	(415) 437-7520
Western Division, Enforcement Coordinator, Gary Jackson *San Francisco Office - California*		(206) 220-7880
Director, Stefan M. Rosenzwieg	(239)	(415) 437-7700
Program Manager, Dorothy W. Brady	(239)	(415) 437-7704
Chief Civil Rights Attorney, Paul D. Grossman	(239)	(415) 437-7703
Regional Resources Group, Charles R. Love, Jr	(239)	(415) 437-7700
Team A, Gale Frances	(239)	(415) 437-7711
Team B, Harry Deering	(239)	(415) 437-7701
Team C, Anna M. Taylor	(239)	(415) 437-7815
Team D, Patricia G. Shelton	(239)	(415) 437-7684
Team E, Stella Klugman (A)	(239)	(415) 437-7791
Regional Inspector General for Audit (Western Area) Gloria Pilotti (A)	(105)	(415) 437-7864
Regional Inspector General for Investigations (Western Area) Robert Gonzalez	(117)	(415) 437-7863
Regional Commissioner for Rehabilitation Services, Gilbert Williams	(215)	(415) 437-7840
Federal Real Property Assistance Program Western Operations Director, David B. Hakola 600 Independence Avenue, SW, Washington, DC 20202-4553	(2339)	(202) 401-0506
Regional Personnel Officer, Sharon L. Wysinger	(207)	(415) 437-7547
Area Director for Case Management Team, Southwest (San Francisco) Benito Botello, Jr. (A)	(268)	(415) 437-8293
Regional Director for San Francisco Collection Center, Daniel E. Oppermann	(250)	(415) 487-5000

Region X Seattle

(Alaska, Idaho, Oregon, Washington)

	Room	Telephone
Secretary's Regional Representative, Carla Nuxoll Jackson Federal Building, 915 Second Avenue, Seattle, WA 98174-1099	(3362)	(206)220-7800
Western Division, Enforcement Coordinator, Gary Jackson *Seattle Office - Alaska, Hawaii, Nevada, Oregon, Washington, Idaho, American Samoa, Guam, Trust Territory of the Pacific Islands*		(206) 220-7880
Director, Gary Jackson	(3310)	(206) 220-7880
Chief Civil Rights Attorney, John Benjes	(3310)	(206) 220-7890
Team A, Dennis Moore	(3310)	(206) 220-7923
Team AA, Susan Read	(3310)	(206) 220-7925
Team AAA, Joan Rubin	(3310)	(206) 220-7892
Auditor, OIG, James Okura 1111 3rd Avenue, Seattle, WA 98101	(808)	(206) 553-7615
Special Agent, OIG, Jack Rye	(808)	(206) 553-7615
Regional Commissioner for Rehabilitation Services, Gilbert Williams (San Francisco)		(415) 437-7840
Assistant Regional Commissioner, Richard Corbridge	(2848)	(206) 220-7840
Federal Real Property Assistance Program Western Operations Director, David B. Hakola 600 Independence Avenue, SW, Washington, DC 20202-4553	(2339)	(202) 401-0506
Personnel Management Specialist, Ike Gilbert	(3366)	(206) 220-7813
Regional Grants Representative, Nina Pruneda 1000 Second Avenue, Seattle, WA 98104-1023	(1200)	(206) 287-1876
Regional Director, Susan Browder (A)	(1200)	(206) 287-1861
Training Officer, Linda Burkhardt	(1200)	(206) 287-9078

Field Services and Resources

The services described in this section are administered by regional, state, or local agencies directly tied to specific U.S. Department of Education formula or discretionary grant programs. Other projects or programs represented in this section are administered by institutions of higher education or private nonprofit organizations. Each serves as a specific field-based contact for Department of Education programs.

91

The Regional Educational Laboratory Program

The Regional Educational Laboratory Program (the "Lab Program") is the U.S. Department of Education's largest research and development investment designed to help educators, policy makers, and communities improve schools and help all students attain their full potential. Administered by the Office of Educational Research and Improvement (OERI), the network of 10 Regional Labs works to ensure that local, state and regional education improvement efforts are informed by the best available research and knowledge from practice, and that exemplary and promising programs—and other important lessons about school reform—developed or learned in one site can be appropriately applied elsewhere.

Appalachia Educational Laboratory, Inc. (AEL) (KY, TN, VA, and WV)
Terry L. Eidell, Executive Director
1031 Quarrier Street
PO Box 1348
Charleston, WV 25325-1348
(304) 347-0400
fax: (304) 347-0400
toll Free: (800) 624-9120
e-mail: aeinfo@ael.org
gopher: gopher.ael.org
url: http://www.ael.org

Mid-Atlantic Laboratory for Student Success (DE, MD, NJ, PA, DC)
Margaret Wang, Executive Director
Temple University
933 Ritter Annex
13th Street & Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 204-3030
fax: (215) 204-5130
toll Free: (800) 892-5550
e-mail: lss@vm.temple.edu
url: http://blue.temple.edu/~crhde

Mid-Continent Regional Educational Laboratory (MCREL)
(CO, KS, MO, NE, ND, and SD)
Timothy Waters, Executive Director
2550 South Parker Road, Suite 500
Aurora, CO 80014-1678
(303) 337-0990
fax: (303) 337-3005
e-mail: info@mcrel.org
url: http://www.mcrel.org

North Central Regional Educational Laboratory (NCREL)
(IL, IN, IA, MI, MN, OH, and WI)
Jeri Nowakowski, Executive Director
1900 Spring Road, Suite 300
Oak Brook, IL 60521-1480
(708) 571-4700
fax: (708) 571-4716
toll Free: (800) 356-2735
e-mail: info@ncrel.org
url: http://www.ncrel.org/ncrel

Northeast and Islands Laboratory at Brown University (AB)
(CT, ME, MS, NH, NY, RI, VT, Puerto Rico, and the Virgin Islands)
Adeline Becker, Executive Director
144 Wayland Avenue, P.O. Box 1929
Providence, RI 02906
(401) 274-9548
fax: (401) 421-7650
toll Free: (800) 521-9550
e-mail: LAB@brown.edu
url: http://www.lab.brown.edu

Northwest Regional Educational Laboratory (NWREL)
(AK, ID, OR, MT, and WA)
Ethel Simon-McWilliams, Executive Director
101 S.W. Main Street, Suite 500
Portland, OR 97204-3212
(503) 275-9500
fax: (503) 275-9489
toll Free: (800) 547-6339
e-mail: info@nwrel.org
url: http://www.nwrel.org

Pacific Region Educational Laboratory (PREL)
(HI, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of the Marshall Islands, and Republic of Palau)
John W. Kofel, Executive Director
828 Fort Street Mall, Suite 500
Honolulu, HI 96813-4321
(808) 533-6000
fax: (808) 533-7599
e-mail: askprel@prel.hawaii.edu
gopher: prel.hawaii.edu
url: http://prel-oahu-1.prel.hawaii.edu

SouthEastern Regional Vision for Education (SERVE)
(AL, FL, GA, MS, NC, and SC)
Roy Forbes, Executive Director
University of North Carolina--Greensboro
P.O. Box 5367
Greensboro, NC 27435-5367
(910) 334-3211
fax: (910) 334-3268
toll-Free: (800) 755-3277
e-mail: info@SERVE.org
gopher: gopher.serve.org
url: http://www.serve.org

Southwest Educational Development Laboratory (SEDL)
(AR, LA, NM, OK, and TX)
Preston C. Kronkosky, Executive Director
211 East Seventh Street, Second Floor
Austin, TX 78701-3281
(512) 476-6861
fax: (512) 476-2286
e-mail: jpollard@sedl.org
gopher: gopher.sedl.org
url: http://www.sedl.org/

WestEd
(Uniting the Far West Laboratory for Educational Research and Development (FWL) and the **Southwest Regional Laboratory**
(AZ, CA, NV, and UT)
Dean H. Nafziger, Executive Director
WestEd
730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000
fax: (415) 565-3012
e-mail: tross@fwl.org
url: http://www.fwl.org

Eisenhower Regional Mathematics and Science Education Consortia

The Office of Educational Research and Improvement funds the Eisenhower Regional Mathematics and Science Education Consortia, which assist educators and policy makers in the improvement of mathematics and science education. Each regional component of the consortia works in conjunction with the Eisenhower National Clearinghouse to provide technical assistance and dissemination of information to aid individual teachers and states in implementing mathematics and science programs in accordance with state standards.

Eisenhower Regional Consortium for Mathematics and Science Education at AEL
Pam Buckley, Director
P.O. Box 1348
Charleston, WV 25325-1348
(304) 347-0400
fax: (304) 347-0487
e-mail: buckleyp@ael.org or hambricka@ael.org
url: http://www.ael.org/_ermsc.htm

WestEd Eisenhower Regional Consortium for Science and Mathematics
Art Sussman and Steve Schneider, Codirectors
730 Harrison Street
San Francisco, CA 94107-1242
(415) 241-2730
fax: (415) 241-2746
e-mail: assusma@wested.org or sschnei@wested.org
url:
http://www.fwl.org/fwerc/welcome.html

High Plains Consortium for Mathematics and Science
John Sutton, Director
Mid-Continent Regional Educational Laboratory
2550 South Parker Road, Suite 500
Aurora, CO 80014
fax: (303) 337-3005
toll-free: (800) 949-6387
e-mail: jsutton@mcrel.org
url: http://www.mcrel.org/hpc

Eisenhower Regional Alliance for Mathematics and Science Education Reform
TERC
Mark Kaufman and Robert McLaughlin, Codirectors
2067 Massachusetts Avenue
Cambridge, MA 02140
(617) 547-0430
fax: (617) 349-3535
e-mail: mark_kaufman@terc.edu or bob_mclaughlin@terc.edu
url: http://ra.terc.edu/HubHome.html

Science and Mathematics Consortium for North West Schools
Ralph Nelsen, Director
Columbia Education Center
11325 Southeast Lexington
Portland, OR 97266-5927
(503) 760-2346
fax: (503) 760-5592
e-mail: ralph@col-ed.org
url:
http://www.col-ed.org/smcnwshp.html

Mid-Atlantic Regional Consortium for Mathematics & Science Education
Keith Kershner, Director
Research for Better Schools
444 North Third Street
Philadelphia, PA 19123-4107
(215) 574-9300
fax: (215) 574-0133
e-mail: kershner@rbs.org
url:
http://www.rbs.org/eisenhower/index.html

Eisenhower Consortium for Mathematics and Science Education at SERVE
Francena Cummings, Director
Southeastern Regional Vision for Education
Suite E-22
345 South Magnolia Drive
Tallahassee, FL 32301
(904) 671-6033
fax (904) 671-6010
e-mail: fcumming@serve.org
url: http://www.serve.org/m&smnu.html

Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching
Wes Hoover, Director
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701
(512) 476-6861
fax: (512) 476-2286
e-mail: whoover@sedl.org
url:
http://www.sedl.org/sedl/scimast.html

Comprehensive Regional Assistance Centers

The Office of Elementary and Secondary Education funds the Comprehensive Assistance Centers to support schools as they engage in comprehensive school change efforts to continuously improve teaching, learning, and student achievement; and to help schools improve the academic performance of all students, especially those who have traditionally been underserved by the education system. Each Comprehensive Assistance Center provides high quality technical assistance and services to states, districts, and schools to facilitate the success of educational reform and school improvement initiatives.

Each assistance center serves as the single point of contact for requests for Elementary and Secondary Education Act (ESEA) services and programs; links educators to an established network of national, regional, and local service providers through a coordinated effort allowing convenient "one-stop shopping". Each center works to empower school personnel and to improve teaching and learning for all children; based on effective practices and the latest research. Priorities are to assist school wide programs, to help local education agencies that have the highest percentages of children in poverty, and to help all children achieve high standards.

Region I:
Vivian Guilfoy, Director
Education Development Center, Inc
55 Chapel Street
Newton, MA 02158-1060
(617)969-7100, ext. 2310
fax: (617) 332-4318
toll-free: (800)332-0226
e-mail: compcenter@edc.org
url: http://www.edc.org/NECAC/
states served: CT; MA; ME; NH; RI; VT

Region II:
LaMar P. Miller, Executive Director
New York Technical Assistance Center
New York University
82 Washington Place
New York, NY 10003-6680
(212) 998-511
fax: (212) 995-4199/4041
toll-free: (800) 4NYU-224
toll-free restrictions: NY residents only
url:
http://www.nyu.edu/education/metrocenter/ytac/nytac.html
state served: New York

Region III:
Dr. Charlene Rivera, Director
George Washington University
1730 North Lynn Street, Suite 401
Arlington, VA 22209
(703)528-3588
fax: (703) 528-5973
toll-free: (800)925-3223
e-mail: r3cc@ceee.gwu.edu
url: http://r3cc.ceee.gwu.edu
states served: DC; DE; MD; NJ; OH; PA

Region IV
Pamela K. Buckley
Appalachia Educational Laboratory, Inc.
P.O. Box 1348
Charleston, WV 25325-1348
(304)347-0441
fax: (304) 347-0489
toll-free: (800)624-9120
url: http://www.ael.org/ctac
states served: KY; NC; SC; TN; VA; WV

Region V
Dr. Hai Tran, Director
Southeast Comprehensive Assistance Center
3330 North Causeway Boulevard, Suite 430
Metaire, LA 70002-3573
(504) 838-6861
fax: (504) 831-5242
e-mail: htran@sedl/org
states served: AL; AR; GA; LA; MS

Region VI:
Minerva Coyne, Director
University of Wisconsin
1025 West Johnson Street
Madison, WI 53706
(608)263-4326
fax: (608) 263-3733
e-mail: mcoyne@macc.wisc.edu
gopher:
wiscinfo.wisc.edu:70/11/.info-source/.ccvi/
url: http://www.wcer.wisc.edu/ccvi/
states served: IA; MI; MN; ND; SD; WI

Region VII:
John E. Steffens, Director
University of Oklahoma
555 Constitution Street, Suite 128
Norman, OK 73037-0005
(405) 325-1711
fax: (405) 325-1824
e-mail: steffens@uoknor.edu
url: http://tel.ooce.uoknor.edu/comp/comp.html
states served: IL; IN; KS; MO; NE; OK

Region VIII:
Maria Robledo Montecel, Executive Director
Albert Cortez, Site Director
Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190
(210) 684-8180
fax: (210) 684-5389
e-mail: acortez@txdirect.net
state served: Texas

Region IX
Paul E. Martinez, Director
New Mexico Highlands University
121 Tijeras, NE, Suite 2100
Albuquerque, NM 87102
(505) 242-7447
fax: (505) 242-7558
url:
http://www.nmhu.edu/cesdp/swcc.htm
states served: AZ; CO; NM; NV; UT

Region X
Ethel Simon-McWilliams, Executive Director
Carlos Sundermann, Center Director
Northwest Regional Assistance Center
Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204-3297
(503)275-9479
fax: (503) 275-9625
toll free: (800)547-6339
e-mail: nwrac@nwrel.org
url: http://www.nwrac.org
states served: ID; MT; WA; WY

Region XI:
Beverly P. Farr, Director
Far West Laboratory for Educational Research
730 Harrison Street
San Francisco, CA 94107
(415)565-3009
fax: (415) 565-3012/2024
toll-free: (800)645-3276
e-mail: bfarr@wested.org
url: http://www.wested.org
state served: Northern California

Region XII:
Henry Mothner, Director
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890
(310)922-6343
fax: (310) 940-1798
e-mail: mothner_henry@lacoe.edu
url: http://sccac.lacoe.edu
state served: Southern California

Region XIII:
Bill Buell, Program Director
South East Regional Resource Center
210 Ferry Way, Suite 200
Juneau, AK 99801
(907)586-6806
fax: (907) 463-3811
e-mail: AKRAC@PTIalaska.net
url: http://www.akrac.k12.ak.us
state served: AK

Region XIV:
Trudy Hensley, Director
Educational Testing Service
1979 Lakeside Parkway
Suite 400
Tucker, GA 30084
(770) 723-7443
fax: (770) 723-7436
e-mail: thensley@ets.org
states/territories served: FL, PR, and VI

Region XV:
Hilda Heine, Project Director
Pacific Region Educational Laboratory
828 Fort Street Mall, Suite 500
Honolulu, HI 96813
(808) 533-6000
fax: (808) 533-7599
e-mail: heineh@prel.hawaii.edu
state/territories served: Hawaii; American Samoa; Federated States of Micronesia; Guam; Republic of the Marshall Islands; Commonwealth of the Northern Mariana Islands; Republic of Palau

Special Education Programs

Catalog of Captioned Educational Materials for Hearing Impaired Individuals
The Catalog of Captioned Educational Materials for Hearing-Impaired Individuals provides captioned education films and videos through a nationwide system of 54 local and regional depositories free of charge to any school or program that is registered for the service and has at least one student with a hearing impairment.

- Bill Stark, Project
  Captioned Films/Videos
  Modern Talking Picture Service, Inc.
  1447 East Maine Street
  Spartanburg, SC 29307
  1-800-237-6213 (Voice/TDD) TTY: (800) 237-6819

Project CHOICES: Changing How We Organize: Inclusion Through Collaboration and Educational Support
Project CHOICES provides in-service training to educators preparing to serve, or currently serving, children and youth with severe disabilities in general education classrooms and in community settings. The training methods include: (a) collaborative teaming; (b) inclusion planning teaming; and, (c) systemic training (improving old skills or incorporating new skills). Following training, this project continues to offer support by providing technical assistance to education professionals implementing the inclusion models in their schools.

- Norris Herring
  University of Washington
  Experimental Education Unit WJ-10
  University of Washington
  Seattle, WA 98195
  (206) 543-1000

Integrating Related Services Into Instructional Objectives
This project provides education professionals an opportunity to see a demonstration of a model of in-service training to encourage development of education programs reflecting integration of related services into instructional objectives.

- Bonnie Utley
  University of Pittsburgh
  5K01 Forbes Quadrangle
  Pittsburgh, PA 15260
  (412) 648-1998

Consortium Research Institute on Social Relationships
This consortium institute conducts participatory research involving service providers working with children and youth with disabilities. The goal of the research is to develop natural and environmental strategies for inclusive schools. Developing social portraits is one of the primary activities of the institute at this time. Information about social portraits can be obtained through the institute.

- Luanna Meyer
  School of Education
  150 Huntington Hall
  Syracuse University
  Syracuse, NY 13244-2340
  (315) 443-9651

Training of Educators of Students with Mild Disabilities That Include Auditory and Visual Impairments: AFB Deaf-Blind Project
This project identifies, collects, evaluates, develops, and disseminates self-study and in-service training curricula and materials for educators of children and youth with multiple disabilities. The project develops materials that focus on communication, orientation, and mobility.

- Regina Genright
  American Foundation for the Blind
  1110 Plaza, Suite 300
  New York, NY 10011
  (212) 502-7600

National Center to Improve Practice in Special Education Through Technology, Media, and Materials (NCIP)
This national center is a collaborative project of Education Development Center (EDC) and WGBH Educational Foundation in Boston. The Center's mission is to promote more effective use of technology (including assistive technology), media, and materials in providing education and related services to students who have disabilities. The Center is fulfilling this mission by providing "change agents" in school districts with resources such as written materials, multimedia packages, a computer network, and video teleconferences.

The Center would like to hear from teachers who are using technology, media, and materials to serve students with disabilities.

- National Center to Improve Practice (NCIP)
  Education Development Center, Inc.
  320 Nevada Street
  Newton, MA 02160
  (508) 871-6800

National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE)

The Office of Vocational and Adult Education (OVAE) funds the NNCCVTE, which is made up of six regional curriculum coordination centers (CCCs) and a network of state liaison representatives (SLRs). The SLRs provide educators with curriculum materials from the CCCs, and assist them in developing curriculum and instructional materials. The CCCs serve the states and territories in their regions.

Northeast Curriculum Coordination Center
Quentin Van Buren
Director
New Jersey State Department
of Education
Division of Vocational Education
Aberdeen, NJ 07747
(201) 290-1900

Midwest Curriculum Coordination Center
Julie Willcut
Director
1500 West 7th Avenue
Stillwater, OK 74074
(405) 377-2000

Southeast Curriculum Coordination Center
Ronda Cumming
Director
Mississippi State University
P.O. Drawer NU
Mississippi State, MS 39762
(601) 325-2510

Northwest Curriculum Coordination Center
Bill Daniels
Director
Old Main, Room 478
St. Martin's College
Lacy, WA 98503
(206) 589-5543

East Central Curriculum Coordination Center
Rebecca S. Woodhull
Director
Illinois Curriculum Center
University of Illinois at Springfield, K-80
Springfield, IL 62794-9243
(217) 786-6375
e-mail: ivcc@uis.edu
url: http://www.uis.edu/~iscc

Western Curriculum Coordination Center
Lawrence F.H. Zane
Director
College of Education
University of Hawaii-Manoa
1776 University Avenue, UA2-7
Honolulu, HI 96844-0001
(808) 956-7834
e-mail: wccc@hawaii.edu
url:
http://www2.hawaii.edu/wccc/nncc.html

National Center for Research in Vocational Education (NCRVE)

NCRVE is funded by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) to provide teachers, administrators, and policy makers with student-centered research on a variety of crucial topics, including the integration of academic and vocational education, tech-prep programs, the needs of special populations, performance measures and standards, work experience, and school-to-work programs. The NCRVE also carries out implementation research that provides guidance on how to translate the results of research into practice, focusing on investigating exemplary programs that can be used to illustrate "best practices."

The NCRVE maintains a consortial relationship with six major teaching institutions (with programs that prepare teachers and administrators in education as well as researchers and policy makers) and with one major research organization. These include the University of California at Berkeley, the lead institution; the University of Illinois; the University of Minnesota; Teachers College, Columbia University; Virginia Polytechnic Institute and State University (Virginia Tech); the University of Wisconsin; and RAND (with sites in Santa Monica, California, and Washington, D.C.). For further information about the center and its activities, contact:

David Stern, Director
National Center for Research in Vocational Education
University of California at Berkeley
2030 Addison Street, Suite 500
Berkeley, CA 94720
(800) 762-4093
(510) 642-4004
e-mail: askncrve@vocserve.berkley.edu
gopher: vocserve.berkley.edu
url: http://vocserve.berkley.edu

State Directors of Adult Education

ALABAMA

Bobby B. Dees, State Administrator
Adult Education
Department of Education
Gordon Persons Building, Room 5343
P.O. Box 302101
Montgomery, AL 36130-2101
(334) 242-8181
fax: (334) 242-2236
e-mail: macaluso@sdent.alsde.edu

ALASKA

Constance Munro, State Supervisor
Adult Basic Education
Department of Education
801 West 10th, Box F
Juneau, AK 99801
(907) 465-8714
fax: (907) 465-3396

ARIZONA

Gary A. Eyre, State Director
Adult Education Arizona
Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
(602) 542-5280
fax: (602) 542-1161

ARKANSAS

Garland Hankins, Deputy Director
Adult Education Section
Department of Education
Luther South Hardin Building #506
Little Rock, AR 72201-1083
(501) 682-1970-1978
fax: (501) 682-1982

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The State Literacy Resource Centers (SLRCs) were authorized by the National Literacy Act of 1991. They are administered by the Office of Vocational and Adult Education. Congress recognized that high quality instruction is the bottom line of all education and that quality instruction is informed instruction. The SLRCs can assist adult education practitioners across the nation in locating and accessing the most current materials in their specific issue area. A listing of resource center locations and contacts follows.

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123

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fax: (608) 261-6327
e-mail: Bestmj@mail.state.wi.us
url: http://badger.state.wi.us/agencies/dpi

Gabrielle Banick Wacker
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Tech Prep
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310 Price Place, PO Box 7874
Madison, WI 53707-7874
(608) 266-1724
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WYOMING

Linda Carter
Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002
(307) 777-6252
fax: (307) 777-6234

National Occupational Information Coordinating Committee (NOICC)

NOICC is a federal interagency committee that promotes the development and use of occupational and labor market information. NOICC's primary mission is to improve coordination and communication among developers and users of occupational information, and to help states meet the occupational information needs of vocational education and employment and training program managers, as well as individuals making career decisions. NOICC works with a network of State Occupational Information Coordinating Committees (SOICCs), the members of which represent state producers and users of occupational information. Many also include representatives from higher education.

The basic NOICC/SOICC systems include:

- **Occupational Information Systems (OIS)** -- state computerized data bases that contain mechanisms for combining multiple-source occupation and education data so that it can be understood and analyzed by a variety of audiences.

- **Career Information Delivery Systems (CIDS)** -- Computer-based systems that provide information about occupations and training opportunities. The systems help individuals match personal characteristics with compatible occupations. CIDS are located at almost 19,000 sites nationwide.

NOICC sponsors the following programs that focus on career guidance and counseling:

- **The National Career Development Guidelines** are a competency-based approach to career development that helps schools plan quality career guidance and counseling programs.

- **NOICC's Improved Career Decision Making (ICDM)** Training program is aimed at helping counselors increase their knowledge and use of labor market information in career counseling.

- **The Career Development Portfolio** is a sequential career planning guide for use with students in grades 5-12 to link work-based skills to academic preparation. It was developed by NOICC in collaboration with the American School Counselor Association (ASCA) and the Maine OICC. It is being piloted in five states.

National Occupational Information
Coordinating Committee
2100 M Street NW, Suite 156
Washington, DC 20037
Telephone: (202) 653-5665

Clearinghouses

An education clearinghouse is a "one-stop-shop" that provides information on materials, programs, research, and other resources helpful to educators. The content area and services of individual education clearinghouses vary; however, most include access to databases, publications and newsletters, fact sheets, general assistance, and in some cases, curriculum materials. Clearinghouses funded by the Department of Education and of particular interest to teachers are described in the following pages.

ERIC Clearinghouses

The Educational Resources Information Center (ERIC), funded by OERI, is a nationwide information network that acquires, catalogs, summarizes, and provides access to education information from all sources. The data base and ERIC document collections are housed in about 3,000 locations worldwide, including most major public and university library systems. ERIC produces a variety of publications and provides extensive user assistance, including **AskERIC**, an electronic question answering service for teachers on the Internet (askeric@ericir.syr.edu). The ERIC system includes 16 subject-specific clearinghouses listed below, the ERIC Processing and Reference facility, and ACCESS ERIC—which provides introductory services. For more information call ACCESS ERIC at 800-LET-ERIC (1-800-538-3742).

ERIC Clearinghouse on Teaching and Teacher Education
American Association of Colleges of Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186
(202) 293-2450
fax: (202) 457-8095

ERIC Clearinghouse on Assessment and Evaluation
Catholic University
Department of Education
O'Boyle Hall
Washington, DC 20064

ERIC Clearinghouse on Education Management
University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
(503) 346-5043
fax: (503) 346-2334
(800) 438-8841

ERIC Clearinghouse on Rural Education and Small Schools
Appalacian Education Laboratory
1031 Quarrier Street
Charleston, WV 25301
(800) 624-9120

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle NW, Suite 630
Washington, DC 20036-1183
(202) 296-2597
(800) 773-3742

ERIC Clearinghouse on Science, Math and Environmental Education
Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
(614) 292-6717

ERIC Clearinghouse on Adult, Career, and Vocational Education
CETE/Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815

ERIC Clearinghouse on Urban Education
Teachers College
Columbia University
Main Hall/Room 303
Box 40
525 West 120th Street
New York, NY 10027-6696
(212) 678-3433
(800) 601-4868

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
(217) 333-1386
(800) 583-4135

ERIC Clearinghouse on Social Studies/Social Science Education
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
(812) 855-3838
(800) 266-3815

ERIC Clearinghouse on Reading English, and Communication
Indiana University
2805 East 10th Street, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847
(800) 759-4723

ERIC Clearinghouse on Counseling and Student Services
University of North Carolina-Greensboro
School of Education
101 Park Building
Greensboro, NC 27412-5001
(800) 414-9769

ERIC Clearinghouse for Community Colleges
University of California, Los Angeles
3051 Moore Hall
405 Hilgard Avenue
Los Angeles, CA 90095-1521
(800) 832-8256

ERIC Clearinghouse on Languages and Linguistics
1118 22nd Street NW
Washington, DC 20037-0037
(202) 429-9292
(800) 276-9834

ERIC Clearinghouse on Disabilities and Gifted Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 264-9474
(800) 328-0272

ERIC Clearinghouse on Information and Technology
Syracuse University
194 Center for Science and Technology
Syracuse, NY 13244-2340
(315) 443-3640
(800) 464-9107

The National Clearinghouse on Professions in Special Education

The National Clearinghouse on Professions in Special Education, funded by Office of Special Education Rehabilitation Services (OSERS), is designed to encourage students to seek careers in the various fields related to the education of children and youth with disabilities, and to help professional personnel to seek employment in these areas.

The Clearinghouse collects and disseminates information on current and future needs for special education and related services personnel, disseminates information on career opportunities in special education, networks among local and state agencies concerning positions and personnel, and provides information and technical assistance on standards for personnel preparation.

George E. Ayers
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 264-9482
Toll Free: (800) 328-0272

National Information Clearinghouse on Children Who Are Deaf-Blind

The overall purpose of the National Information Clearinghouse on Children Who Are Deaf-Blind is to connect and broaden existing technical assistance and dissemination activities by implementing a nationally responsive clearinghouse on children and youth with deaf-blindness.

John Reiman
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8776

National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH)

HEATH, funded by OSERS, serves as an information exchange about education support services, policies, procedures, adaptations, and opportunities on university campuses, at vocational-technical schools, in adult education programs, independent living centers, transition, and other training entities after high school.

Students with disabilities, their parents, advisers, and advocates, are targets for the dissemination of information by HEATH.

Rhona C. Hartman
American Council on Education
(HEATH Resource Center)
One Dupont Circle
Washington, DC 20036-1193
(202) 939-9320
fax: (202) 833-4760
e-mail: HEATH@ace.nche.edu

National Information Center for Children and Youth with Disabilities (NICHCY)

NICHCY, funded by the OSERS, provides information and technical assistance free of charge to families, professionals, care givers, advocates, agencies, and others helping children and youth with disabilities to become participating members of the community. NICHCY offers data bases, publications and newsletters, updated fact sheets, briefing papers, and parents' guides.

National Information Center for Children and Youth with Disabilities
Susan Elting
P.O. Box 1492
Washington, DC 20013
(703) 893-6061

137

Eisenhower National Clearinghouse for Mathematics and Science Education

OERI's National Clearinghouse for Mathematics and Science (ENC) collects, catalogs, and disseminates K-12 curriculum materials and resources in mathematics and science. ENC's catalog is available online through a toll-free number (800) 362-4448 as well as through the Internet (enc.org via Telnet or http://www.enc.org via WWW). ENC provides teachers with a variety of additional services, including a technical help desk and reference service, print publications, and 12 demonstration sites located throughout the nation. ENC collaborates with existing regional and national networks and coordinates its demonstration site activities with the Eisenhower Regional Consortia for Mathematics and Science Education.

Len Simutis, Director
Eisenhower National Clearinghouse
The Ohio State University
1929 Kenny Road
Columbus, OH 43210-1079
(800) 621-5785 or (614) 292-7784
fax: (614) 292-2066
e-mail: info@emc.org
url: http://www.emc.org

National Clearinghouse for Alcohol and Drug Information (NCADI)

A centralized source for information about alcohol and other drugs, including publications, fact sheets, posters, and videotapes. NCADI is co-sponsored by the U.S. Department of Education, the Center for Substance Abuse Prevention, and the Department of Health and Human Services.

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20847-2345
(800) SAY-NO-TO (729-6686)

Federal Drug, Alcohol and Crime Clearinghouse Network

Serves as a single point of entry for all federal alcohol and drug clearinghouses. Sponsored by the Office of National Drug Control Policy in cooperation with the Department of Health and Human Services, the Department of Justice, the Department of Housing and Urban Development, and the Department of Education.

Federal Drug, Alcohol, and Crime Clearinghouse Network
(800) 788-2800

National Clearinghouse for Bilingual Education (NCBE)

NCBE is funded by the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA), to provide practitioners with information on the education of limited English proficient students. NCBE compiles information on materials, programs, research, and other resources that can help educators meet the challenge posed by the complex and changing education needs of language minority students in U.S. schools.

NCBE provides information through its online services which include a World Wide Web site, a gopher, and a list server. These services provide access to information about materials, support services, funding opportunities, and other resources relating to the education of limited English proficient students. NCBE maintains three searchable databases: the NCBE Bibliographic Database, the NCBE Resources Database, and the NCBE Publishers Database.

Joel Gomez, Director
National Clearinghouse for Bilingual Education
George Washington University
1118 22nd Street, NW
Washington, DC 20037
(202) 467-0867
(800) 321-NCBE
fax: (202) 467-4830, or (800) 531-9347
e-mail: askncbe@ncbe.gwu.edu
url: http://www.ncbe.gwu.edu/
gopher: gopher.ncbe.gwu.edu

Publications

The U.S. Department of Education publishes a number of books and pamphlets in order to disseminate information and research about education issues. The publications that follow are available free from various Department offices and clearinghouses, or at a charge from the Government Printing Office (GPO) or the Consumer Information Center (CIC). This guide lists and describes briefly those publications that could be useful to teachers. **Information on ordering follows at the end of the section.**

Classroom Instruction/Disciplines

Math/Science

Improving Math and Science Teaching, GPO, #065-000-00553-1, $1.75

Transforming Ideas for Teaching and Learning Mathematics
free from OERI (max. 2 copies) OR 93-3044
Bulk, GPO, #065-000-00574-3, $25 for 25 copies

What Schools Can Do To Improve Math & Science Achievement By Minority & Female Students
Free from the Office for Civil Rights

Riding the Wind: Rural Leadership in Science and Mathematics Education
GPO, #065-000-00709-6, $6

Reading

Reading In and Out of School: Factors Influencing the Literacy Achievement of American Students in Grades 4, 8, and 12 in 1988 and 1990
GPO, # 065-000-00501-8, $3.75

Bilingual Education

How To Integrate Language and Content Instruction: A Training Manual;
Center for Applied Linguistics, attn. Cynthia Daniels, 118 22nd Street NW, Washington, DC 20037, (202) 429-9292; $10.00

Vocational and Adult Education

A Guide to Special Demonstration and Teacher Training Projects
free from Adult Learning and Literacy Clearinghouse, OVAE

Bibliography of Resource Materials
free from Adult Learning and Literacy Clearinghouse, OVAE

NCRVE Products (catalog) free from NCRVE

Reaching the Goals: Goal 5: Adult Literacy and Lifelong Learning
GPO, #065-000-00582-4; $2.75

Students and Communities

On Students

A Profile of the American Eighth Grader
GPO, #065-000-00404-6, $9

Parental Involvement

Policy Perspectives: Parental Involvement in Education
GPO, # 065-000-00459-3, $1.50

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services
GPO, call (202) 783-3238 for number & price

Violence/Drugs

Catalog of Selected Federal Publications on Illegal Drug and Alcohol Abuse
Free from the Federal Drug, Alcohol, and Crime Clearinghouse Network; call 1 (800) 788-2800

Office for Substance Abuse Prevention (OSAP)'s National Clearinghouse for Alcohol and Drug Information (NCADI) Publications Catalog
Free from NCADI

Learning to Live Drug-Free: A Curriculum Model for Prevention
This curriculum model provides a framework for classroom-based prevention efforts in kindergarten through grade 12. The model includes lessons, activities, background for teachers, and suggestions for involving parents and the community in drug prevention. Free from NCADI

Reaching the Goals: Goal 6: Safe, Disciplined, and Drug-Free Schools
GPO, #065-000-00555-7, $2.25

Success Stories from Drug-Free Schools: A Guide for Educators, Parents, & Policymakers

This guide is designed to share the experiences and advice from programs at 107 schools recognized in the Drug-Free School Recognition Program in the 1989-90 and 1990-91 academic years.
Free from NCADI

National Commission on Drug-Free Schools: Final Report, September 1990
Free from NCADI

What Works: Schools Without Drugs

This publication provides assistance to schools and communities in developing a comprehensive program to prevent drug and alcohol abuse. Free from Schools Without Drugs/ Pueblo, CO 81009;
or call 1 (800) 624-0100 (also available in Spanish)

Growing Up Drug-Free: A Parent's Guide To Prevention

This handbook is distributed to parents, educators, and community groups to help families take an active role in drug prevention before they have a problem.
Free from Growing Up Drug Free/Pueblo, CO 81009
or call 1 (800) 624-0100 (also available in Spanish)

Youth & Alcohol: Selected Reports to the Surgeon General
Free from NCADI

Drug Prevention Curricula: A Guide to Selection and Implementation

This guide is designed to assist educators in selecting, designing, and implementing educationally sound curricula for use in a drug prevention program. Free from NCADI

Audiovisual Materials

The Department has produced nine drug prevention videos for students in all grades. The videos are available on loan from the National Clearinghouse for Alcohol and Drug Information. A series of posters developed in conjunction with the Partnership for a Drug-Free America also is available from the Clearinghouse.

Special Needs

Inclusion of Students with Disabilities in Regular School Settings
Free from OSERS

Information Kit: *Education of Children with Attention Deficit Disorder*
Free from the ERIC Clearinghouse on Disabilities and Gifted Education
(800) 328-0272.

Discipline of Handicapped Students in Elementary & Secondary Schools
Free from the Office of Civil Rights

Business-Community-Education Partnerships

A Guide to Developing Education Partnerships
GPO, # 065-000-00619-7, $4.25

Synthesis of Existing Knowledge and Practice in the Field of Educational Partnerships
Free from OERI, PIP 93-1102

Project Abstracts: Educational Partnerships Program
Free from OERI, PIP 93-1117

An Overview of Evaluation Research on Selected Educational Partnerships
ERIC, ED 325536, $3.53 or from OERI

Teachers and Teaching

Professional Development

Achieving World Class Standards: The Challenge for Educating Teachers
GPO, #065-000-00557-3, $4.25

Teaching Strategies

Hard Work and High Expectations: Motivating Students to Learn
GPO, #065-000-00496-8, $1.25

On the Teaching Profession

America's Teachers: Profile of a Profession
GPO, #065-000-00567-1, $13.00

Schools and Staffing in the United States: A Statistical Profile, 1990-91
GPO, #065-000-00581-6, $6.50

Toward a New Science of Instruction
GPO, #065-000-00589-1, $5.50

School Policy

Assessment

National Assessment of Educational Progress
brochure; free from OERI

Principals/School Management

The Principal's Role in Shaping School Culture
GPO, #065-000-00426-7, $3.75

Collaboration to Build Competence -- The Urban Superintendents' Perspective
GPO, #065-000-00475-5, $4.00

School Improvement

The National Education Goals Report 1994: Building A Nation of Learners
GPO, call (202) 783-3238 for number & price

Standards for All: A Vision of Education in the 21st Century
brochure; free from OERI

Developing Leaders For Restructuring Schools: New Habits of Mind and Heart
GPO, #065-000-00444-5, $3.50

Toward Quality in Education: The Leader's Odyssey
GPO, #065-000-00605-7, $6.50

Together We Can: A Guide for Crafting a Professional System of Education & Human Services
GPO, $11.00

Using Technology to Support Education Reform
Free from OERI

Changing Education: Resources for Systemic Reform
Free from OERI

Civil Rights

ED FACTS: Information About OCR
Free from the Office for Civil Rights

How to File a Discrimination Complaint
Free from the Office for Civil Rights

The Guidance Counselor's Role in Ensuring Equal Educational Opportunity
Free from the Office for Civil Rights

Magnet Schools: Promoting Equal Opportunity and Quality Education
Free from the Office for Civil Rights

Sexual Harassment --- It's Not Academic
Free from the Office for Civil Rights

Placement of School Children with AIDS
Free from the Office for Civil Rights

Grant Guides

The U. S. Department of Education administers a number of grants, both through state formula grant programs and through competitive discretionary grant programs. The following guides detail the range of funding opportunities available at the federal level.

U.S. Department of Education: Guide To Programs, 1992 (OPA)

U.S. Department of Education Office of Elementary and Secondary Education: Guide to Programs, Fiscal Year 1992 (OESE)

U.S. Department Of Education: Funding For Mathematics And Science Education (OERI)

Programs Supporting Mathematics and Science Education (OERI)

Christa McAuliffe Fellowship Program: Program Abstracts 1989-1992
(OESE; School Effectiveness Division)

Resource Guide for Discretionary National Vocational-Technical and Adult Literacy Education Programs (OVAE, Division of National Programs)

Handbook on Serving Private School Children With Federal Education Programs (OPRE)

Publications Available from 1-800-USA-LEARN

The Information Resource Center can send you publications on a wide array of education issues. By simply calling 1-800-USA-LEARN, you may inquire about and order the following:

How We Help American Learn
A Bright New Era in Education
Preparing Your Child for College (2nd edition)
Teacher Forum Packet
Teachers and Goals 2000
An Invitation to Your Community
A Teacher's Guide to the U.S. Department of Education
Summer Learning Recipes: Grades K-3
Summer Learning Recipes: Grades 4-5
Summer Learning Recipes: Grades 6-8
Summer Learning Recipes: Grades 9-12
Strong Families, Strong Schools
Community Action Toolkit
Moving to the Head of the Class
Employers, Families, Schools: Family Friendly Business
Statement of Common Purpose
Family Involvement Brochures
Together We Can Packet
Implementing School Wide Programs
Goals 2000 Progress Report
Family Involvement Partnership Strategic Plan
Back to School Publications
Religious Expression in Public Schools
National Technology Plan for Education
Reading Kit
Reading Kit (Pre-K)
Reading Kit (Camera Copy)
Reading Kit (Camera Ready Pre-K)
Building Capacity: Higher Education & Goals 2000
Building Bridges from School to Work
All Children Ready to Learn
Safe, Disciplined, & Drug-Free Schools
High Academic Standards
Technology: Tools for Transforming Teaching/Learning
Arts in Education
Telecomputing Stories: Real People Doing Real Things. . .
Successful School-To-Work Programs

Periodicals

GOALS 2000 Community Newsletter

Community Update is the U.S. Department of Education's free monthly newsletter serving communities across the country in their efforts to achieve the National Education Goals. The newsletter reports on effective community programs targeting one or more of the goals, highlights new resources and publications to help communities reach the goals, and reports on the monthly GOALS 2000 Satellite Town Meeting. *Community Update* also features the Community Exchange, which allows people around the country to ask questions or provide suggestions on specific reform activities. Call 1-800-USA-LEARN to be placed on the GOALS 2000 mailing list.

OERI Bulletin

The *Bulletin*, which is published three or four times a year, describes office priorities and OERI-funded publications, and highlights new programs, research and statistical findings, upcoming competitions and events, and recent grants and contracts from each of OERI's program offices. Free from OERI.

State of the Art: Transforming Ideas in Teaching and Learning

This series shows the intersection of research and practice by discussing 10-12 key research-based ideas that transform practice in a content area. Math issued 7/93, Science-8/93, Reading-11/93. Free from OERI.

Research Reports

This series presents nontechnical discussions of education issues. Topics to date include *Meeting Goal 3, Parental Satisfaction and the Need for Standards, Who Controls the Schools -- the Principal's and the Teacher's View*, and *What's Wrong With Writing?* Free from OERI.

Consumer Guides

This series provides basic information on an education innovation. Titles to date include *Cooperative Learning, Performance Assessment, Reading Recovery*, and *School-Based Management*. Free from OERI.

Focus: Occasional Papers in Bilingual Education

Focus offers thought-provoking articles on issues of current concern in bilingual education. Recent issues have featured early childhood programs for language minority children, teacher education programs for teachers of language minority children, the role of research in bilingual studies, and the impact of bilingualism on testing for academic achievement. NCBE, $3.50 each. (Current listings and back issues available through "NCBE Forum".)

The Challenge: Safe, Disciplined, and Drug-Free Schools

The Challenge, a quarterly newsletter, highlights successful programs, provides the latest research on effective prevention measures, and answers questions about school-based efforts. Free from Drug Outreach and Planning, OESE (c/o Charlotte Gillespie, (202) 401-3030).

Ordering Information

For publications available from the Office of Elementary and Secondary Education (OESE),
Contact: Office of Elementary and Secondary Education
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, DC 20202

For publications available from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA),
Contact: Office of Bilingual Education and Minority Language Affairs
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, DC 20202

For publications available from the Office of Vocational and Adult Education (OVAE),
Contact: Office of Vocational and Adult Education
U.S. Department of Education
600 Independence Avenue, S.W.
Switzer Building
Washington, DC 20202

For publications available from the National Center for Research in Vocational Education (NCRVE),
Contact: National Center for Research in Vocational Education
Graduate Center for Research in Vocational Education
Graduate School of Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704-1058

For publications produced by the Office of Private Education (OPRE),
Contact: Office of Private Education
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, DC 20202

For publications available from the Office of Intergovernmental and Interagency Affairs (OIIA),
Contact: Office of Intergovernmental and Interagency Affairs
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, DC 20202

For publications produced by the National Clearinghouse for Alcohol and Drug Information (NCADI),
Contact: National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20852
(800) SAY-NO-TO (729-6686)
Local number: (301) 468-2600

For publications put out by the National Clearinghouse for Bilingual Education (NCBE)
Contact: National Clearinghouse for Bilingual Education
1118 22nd Street NW
Washington, DC 20037
(800) 321-NCBE or (202) 467-0867
Fax: (202) 429-9766

For publications produced by the Office of Educational Research and Improvement (OERI),
Contact: Office of Educational Research and Improvement
Education Information Branch
555 New Jersey Avenue NW
Washington DC 20208-5641
(800) 424-1616

For publications available from the Government Printing Office (GPO),
Contact: Government Printing Office
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
(202) 783-3238

For publications available from the Consumer Information Center (CIC),
Contact: Consumer Information Center
Pueblo, CO 81009

For publications available from the Office for Civil Rights (OCR),
Contact: 1-800-421-3481.
Local number: (202) 205-5413.

Be sure to include the complete title and order number for each publication you order. The order number is the series of numbers listed at the end of the publication description. If you want publications from different offices, you must place separate orders. OERI provides a maximum of two copies of those publications listed as being free from OERI, on a first-come, first-served basis.

Index

-A-

Academic Excellence Awards, 54
Academic Standards, 21
ACCESS ERIC, 65
Adopt-A-Teacher, i
Adult Education and Literacy, 45
America Goes Back to School, 17
America Reads Challenge, 6, 17
A Nation Prepared: Teachers for the 21st Century, 13
ASK ERIC, 68
ASK ERIC Virtual Library, 68

-B-

Bilingual Ed. Comprehensive School Grants, 54
Bilingual Ed. Program Enhancement Grants, 54
Bilingual Ed. Systemwide Improvement Grants, 55
Bilingual Ed. Teachers and Personnel Grant, 55
Blue Ribbon Schools Recognition Program, 52

-C-

Call-to-Action for American Education i, 5
Carnegie Forum on Education and Economy, 13
Catalog of Captioned Educational Materials for Hearing Impaired Individuals, 105
Center for International Education, Advanced Training and Research, 42
Center for Research on the Education of Students Placed at Risk, 49
Challenging Standards Priority, 12
Charter Schools, 16, 18
Christa McAuliffe Fellowships, 30
Clearinghouses, 139
Clearinghouse for Children and Youth with Disabilities, 37
Comprehensive Regional Assistance Centers, 33, 101
CRESST, 49

-D-

Data Development and Longitudinal Studies Group, 51
Departmental Locator, 65
Desegregation Assistance, Civil Rights Training, and Advisory Services, 31
Direct Loan Program, 17
Discretionary Grants (definition), 25
Distance Learning Program, 17
Division of Adult Education and Literacy, 45
Division of National Programs, 46
Division of Vocational-Technical Ed., 46
Dwight D. Eisenhower Professional Development State Grants, 28
Dwight D. Eisenhower Professional Development Federal Activities, 53
Dwight D. Eisenhower Professional Development, 11

-E-

Early Ed. Program for Children with Disabilities, 37
Early Intervention Program for Infants and Toddlers with Disabilities, 37
ED Board Electronic Bulletin Board, 67
Education Assessment Group, 51
Education for Homeless Children and Youth, 32
Education Surveys, Cooperative Systems Group, 51
Educational Media Research, Production, Distribution, and Training Program, 38
Eisenhower National Clearinghouse for Mathematics and Science Education, 17, 68, 145
Eisenhower Professional Development Program, 18
Eisenhower Regional Mathematics and Science Education Consortia, 99
  at AEL, 99
  at SERVE, 100
Eisenhower Southwest Consortium for the Improvement of Mathematics, 100
Elementary and Secondary Education Act, 12
Elementary School Foreign Language Incentive Program, 55
Ellender Fellowships, 30
Emergency Immigrant Education Program, 55
E-Rate, 14
ERIC Clearinghouses, 141
  for Community Colleges, 142
  on Adult, Career, and Vocational Ed., 141
  on Assessment and Evaluation,141
  on Counseling and Student Services, 142
  on Disabilities and Gifted Education, 142
  on Education Management, 141
  on Elementary and Early Childhood Ed., 142
  on Higher Education, 141
  on Information and Technology, 142
  on Languages and Linguistics, 142
  on Reading English, and Communication, 142
  on Rural Education and Small Schools, 141
  on Science, Math and Environmental Ed., 141
  on Social Studies/Social Science Ed., 141
  on Teaching and Teacher Education, 141
  on Urban Education, 142
Even Start Family Literacy, 32

-F-

Federal Drug, Alcohol and Crime Clearinghouse Network, 145
Federal Register, 25
Field-Initiated Research, 56
Field-Initiated Studies, 48
Field Services and Resources, 95
Financial Aid Information, 65
Formula Grants (definition), 25
Fulbright-Hays Seminars Abroad Program, 42
Fund for the Improvement of Education, 53

-G-

Goals 2000, 14, 18
GOALS 2000: Educate America Act, 12, 17, 28
GOALS 2000 Programs, 28
Graduate Fellowships Program, 56
Grant and Other Programs, 25
Grants to States for the Education of Children with Disabilities, 38

-H-

High Plains Consortium for Mathematics and Science, 99
Higher Education Act, i
Higher Education Programs, 43
Hope Scholarships, 10, 17

-I-

Impact Aid, 35
Indian Education, 34
Individuals with Disabilities Education Act (IDEA) 14, 18, 35
Innovative Education Program Strategies, 30
Integrating Related Services into Instructional Objectives, 105

-J-

Jacob K. Javits Gifted and Talented Students Education Grant Program, 52
Jacob K. Javits Gifted and Talented Students Education Research Center, 53

-K-

Knowledge Dissemination and Utilization, 38

-L-

Lighthouse Partnership Program, 9

-M-

Magnet Schools Assistance in Desegregating School Districts, 31
Mathematics Priority, 8
Migrant Education, 34
Minority Teacher Recruitment, 43
Minority teachers, 7

-N-

National Assessment of Educational Progress, 6, 8, 19
National Awards Program for Model Professional Development, 11, 18
National Board for Professional Teaching Standards, 13, 18
National Center for Education Statistics, 5, 50
National Center for Postsecondary Improvement, 67
National Center for Research in Vocational Ed., 108
National Center to Enhance Early Development and Learning, 49
National Center to Improve Practice in Special Ed, 106
National Clearinghouse for Alcohol and Drug Information, 145
National Clearinghouse for Bilingual Education, 69, 146
National Clearinghouse for Children who are Deaf-Blind, 143
National Clearinghouse on Postsecondary Ed. for Individuals with Disabilities, 144
National Clearinghouse on Professions in Special Ed., 143
National Commission on Teaching and America's Future, 5
National Educational Research and Development Centers, 49
National Information Center for Children and Youth with Disabilities, 144
National Information Clearinghouse on Children Who Are Deaf-Blind, 143
National Institute for Literacy, 69
National Institute on Disability and Rehabilitation Research, 36
National Institute on Early Childhood Development and Education, 48
National Institute on Educational Governance, Finance, Policymaking and Management, 48
National Institute on Postsecondary Education, Libraries and Lifelong Learning, 48
National Institute on Student Achievement, Curriculum and Assessment, 47
National Institute on the Education of At-Risk Students, 47
National Library of Education, 81
National Network for Curriculum Coordination in Vocational and Technical Education, 107
National Occupational Information Coordinating Committee, 137
National Parent Information Network, 68
National Report Card on Teacher Quality, 15
National Research and Development Center on Achievement in School Mathematics and Science, 49
National Research and Development Center on Increasing the Effectiveness of State and Local Education Reform Efforts, 49
National Research Center on Cultural Diversity and Second Language Learning, 50
National Research Center on Improving Student Learning and Achievement in English, 50
National Research Center on the Gifted and Talented, 50
National Research Institutes, 47
National Science Foundation, 19
National Teacher Forum, i
National Testing Initiative, 19
Netdays, 14

BEST COPY AVAILABLE

-O-

OERI Toll-Free Electronic Bulletin Board, 67
OERI Information Office, 65
Office for Civil Rights, 65
Office of Bilingual Education and Minority Languages Affairs, 54
- Academic Excellence Awards, 54
- Bilingual Education Comprehensive School Grants, 54
- Bilingual Education Program Enhancement Grants, 54
- Bilingual Education Systemwide Improvement Grants, 55
- Bilingual Education Teachers and Personnel Grant, 55
- Elementary School Foreign Lan-guage Incentive Program, 55
- Emergency Immigrant Education Program, 55
- Field-Initiated Research, 56
- Graduate Fellowships Program, 56
- Program Development Implementation Grants, 56
- State Grant Program, 56

OERI National Research Institutes, 47
Office of Educational Research and Improvement, 46
- Blue Ribbon Schools Recognition Program, 52
- Center for Research on the Education of Students Placed at Risk, 49
- CRESST, 49
- Data Development and Longitudinal Studies Group, 51
- Dwight D. Eisenhower Professional Development
- Federal Activities, 53
- Education Assessment Group, 51
- Education Surveys and Cooperative Systems Group, 51
- Field-Initiated Studies, 48
- Fund for the Improvement of Education, 53
- Jacob K. Javits Gifted and Talented Students Education Grant Program, 52
- Jacob K. Javits Gifted and Talented Students Education Research Center, 53
- National Center for Education Statistics, 50
- National Center for Postsecondary Improvement, 49
- National Center to Enhance Early Development and Learning, 49
- National Educational Research and Development Centers, 49
- National Institute on Early Childhood Development and Education, 48
- National Institute on Educational Governance, Finance, Policymaking and Management, 48
- National Institute on Postsecondary Education, Libraries, and Lifelong Learning, 48
- National Institute on Student Achievement, Curriculum and Assessment, 47
- National Institute on the Education of At-Risk Students, 47
- National Reading Research Center, 50
- National Research and Development Center on Achievement in School, 49
- National Research and Development Center on Increasing the Effectiveness of State and Local Education Reform Efforts, 49
- National Research Center on Cultural Diversity and Second Language Learning, 50
- National Research Center on Improving Student Learning and Achievement in English, 50
- National Research Center on the Gifted and Talented, 50
- Star Schools Program, 52
- Statistical Standards Services Group, 51

Office of Elementary and Secondary Education, 27
- Christa McAuliffe Fellowships, 30
- Comprehensive Regional Assistance Centers, 33
- Desegregation Assistance, Civil Rights Training, and Advisory Services, 31
- Dwight D. Eisenhower Professional Development State Grants, 28
- Education for Homeless Children and Youth, 32
- Ellender Fellowships, 30
- Even Start Family Literacy, 32
- GOALS 2000 Programs, 28
- Impact Aid, 35
- Indian Education, 34
- Innovative Education Program Strategies, 30
- Magnet Schools Assistance in Desegregating School Districts, 31
- Migrant Education, 34
- National Programs, 29
- Parental and Community Involvement, 27
- Parental Assistance, 28
- Parental Assistance Centers, 34
- Prevention and Intervention Programs for Children and Youth Who are Neglected and Delinquent or At Risk of Dropping Out, 33
- Public Charter Schools, 32
- Safe and Drug-Free Schools and Communities Programs, 29
- School Improvement Programs, 28
- State Grants, 29
- Support for At-Risk Children, 27
- Technology Literacy Challenge Fund, 33
- Title I—Improving Basic Programs Operated by Local Education Age, 27
- Women's Educational Equity, 31

Office of the Inspector General, 66

Office of Intergovernmental and Interagency Affairs, 57
- The President's Education Awards Program, 57
- The Presidential Scholars Program, 57

Office of Postsecondary Education Programs, 42
- Fulbright-Hays Seminars Abroad Program, 42
- Minority Teacher Recruitment, 43
- Talent Search, 43
- Upward Bound, 43

Office of Reform Assistance and Dissemination, 52
Office of Special Education and Rehabilitative Services, 35
The Office of Special Education Programs, 36
The Rehabilitation Services Administration, 36
The National Institute on Disability and Rehabilitation Research, 36
Office of Vocational and Adult Education, 44
Division of Adult Education and Literacy, 45
Division of National Programs, 46
Division of Vocational-Technical Education, 46
School-to-Work Opportunities Act, 44
School-to-Work Opportunities Local Partnership Implementation Grants, 45
School-to-Work Opportunities State Development Grants, 44
School-to-Work Opportunities State Implementation Grants, 44
School-to-Work Opportunities Urban and Rural Grant Opportunities, 45
1-800-USA-LEARN, 65
On-Line Resources, 67
AskERIC, 68
AskERIC Virtual Library, 68
ED Board Electronic Bulletin Board, 67
Eisenhower National Clearinghouse for Mathematics and Science Education, 68
National Clearinghouse for Bilingual Education, 69
National Institute for Literacy, 69
OERI Toll-Free Electronic Bulletin Board, 67
Regional Educational Laboratory Network, 68
U.S. Department of Education's Public World Wide Web/Gopher/FTP, 67

-P-

Parent Training and Information Centers, 38
Parental and Community Involvement, 27
Parental Assistance, 28
Parental Assistance Centers, 34
Partnership for Excellence and Accountability in Teaching, 15, 18
Pell Grants, 10
Preparation of Personnel for the Education of Children with Disabilities, 39
Preschool Grants for Children with Disabilities, 39
President's Education Awards Program, 57
Presidential Scholars Program, 57
Prevention and Intervention Programs for Children and Youth Who are Neglected and Delinquent or At Risk of Dropping Out, 33
Priorities, the, I, 5
Professional Development, 11
Program Development Implementation Grants, 56
Program for Children and Youth with Serious Emotional Disturbance, 39
Program for Children and Youth with Severe Disabilities, 40
Protection and Advocacy of Individual Rights, 40
Public Charter Schools, 32
Publications, 147

-R-

Reading priority, 6
READ* WRITE*NOW, 6, 17
Region I Boston, 85
Region II, New York City, 86
Region III Philadelphia, 87
Region IV Atlanta, 88
Region V Chicago, 89
Region VI Dallas, 90
Region VII Kansas City, 91
Region VIII Denver, 92
Region IX San Francisco, 93
Region X Seattle, 94
Regional Educational Laboratory Program, 97
Regional Educational Laboratory Network, 68
Regional Resource and Federal Centers Program, 40
Regional Technology and Education Consortia, 17
Rehabilitation Services Administration, 36
Research in Education of Individuals with Disabilities, 41

-S-

Safe and Drug-Free Schools and Communities Programs, 18, 29
School Improvement Programs, 28
School-to-Work Opportunities Act, 10, 14, 18, 44
School-to-Work Opportunities Local Partnership Implementation Grants, 45
School-to-Work Opportunities State Development Grants, 44
School-to-Work Opportunities State Implementation Grants, 44
School-to-Work Opportunities Urban and Rural Grant
Opportunities, 45
Schools Without Drugs, 66
Science and Mathematics Consortium for North West Schools, 100
Secondary Education and Transitional Services Program for Youth with Disabilities, 41
Secretary's Regional Representatives, 83
Region I Boston, 85
Region II New York City, 86
Region III Philadelphia, 87
Region IV Atlanta, 88
Region V Chicago, 89
Region VI Dallas, 90
Region VII, Kansas City, 91
Region VIII Denver, 92
Region IX San Francisco, 93
Region X Seattle, 94
Services and Resources, 59
Services for Children with Deaf-Blindness, 41
Special Education Programs, 105
Catalog of Captioned Educational Materials for Hearing Impaired, 105
Consortium Research Institute on Social Relationships, 106

Integrating Related Services Into Instructional Objectives, 105
National Center to Improve Practice in Special Education Through, 105
Project Choices, 105
Training of Educators of Students with Mild Disabilities That Include Auditory and Visual Impairments, 106
Star Schools Program, 17, 52
State Directors of Adult Education, 109
State Grant Program (Bilingual Education), 56
State Literacy Resource Centers, 117
State Technology Literacy Challenge Fund, 17
Statistical Standards Service Group, 51
Strong, Safe, Drug-Free, and Disciplined Priority, 16
Support for At-Risk Children, 27

-T-

Talent Search, 43
Teacher Education, 11
Teacher Policy Center, 18
Title V of the Higher Education Act, i, 9
Teacher Resources on the Internet, 71
Administration on Children and Families, 76
Air and Space Commercialization Service, 72
Air Force, 73
Alternative Fuels Data Center, 75
Argonne National Laboratory, 75
Army, 73
Ballistic Missile Defense Organization, 73
Bosnia Contact Information, 73
Brookhaven National Laboratory, 75
Bureau of Indian Affairs, 77
Bureau of Labor Statistics, 78
CancerNet, 77
Census Bureau, 72
Centers for Disease Control and Prevention, 77
Children and Youth Family Education Research Network, 71
Community Relations Service, 78
Consumer Affairs Office, 73
Consumer Products Safety Commission, 78
Continuous Electron Beam Accelerator Facility, 75
Department of Commerce, 72
Department of Defense, 73
Department of Health and Human Services, 76
Disease Prevention and Health Promotion Office, 77
Educational Resources Information Center ASK ERIC, 74
Executive Office of the President, 71
Fermi National Accelerator Laboratory, 75
Fish and Wildlife Refuge Service 77
Foreign Affairs Network, 78
Forest Service, 72
Independent Agencies, 78
Juvenile Justice and Delinquency Prevention Office, 78
Lawrence Berkley Laboratory, 75
Lawrence Livermore National Laboratory , 75
Los Alamos National Laboratory, 76
Marine Corps, 73
Mathematical, Information and Computational Sciences, 76
NASA Earth Observing System, 79
NASA Goddard Space Flight Center, 79
NASA K-12 National Research and Education Network, 79
NASA Kennedy Space Flight Center, 79
NASA Liftoff to Space Exploration, 79
NASA Shuttle Mission, 80
NASA Space Calendar, 80
National Aeronautics and Space Administration, 79
National Agricultural Library, 72
National Cancer Institute/Cancer Net, 77
National Center for Research on Evaluation, Standards and Student Testing, 74
National Center on Adult Literacy, 74
National Institute of Justice, 78
National Network of Regional Educational Laboratories, 74
National Oceanic and Atmospheric Administration, 73
National Park Service, 77
National Weather Service, 73
Natural Resources Conservation Service, 72
Naval Observatory, 74
Navy, 74
Oak Ridge National Laboratory, 76
Office of National Drug Control Policy, 71
Pacific Northwest Laboratory, 76
Postsecondary Education Office, 74
President's Council on Physical Fitness, 71
President's Interagency Council on Women, 71
Princeton Plasma Physics Laboratory, 76
Project Easy Access for Students and Institutions, 74
Sandia National Laboratory, 76
School-To-Work Initiative, 75
Smithsonian Center for Earth and Planetary Studies and National, 80
Smithsonian Institution, 80
Smithsonian Natural History Museum, 80
The White House, 71
U.S. Department of Agriculture, 71
U.S. Department of Education, 74
U.S. Department of Energy, 75
U.S. Department of Interior, 77
U.S. Department of Justice, 78
U.S. Department of Labor, 78
U.S. Department of State, 78
White House Correspondence, 71
White House Office for Women's Initiatives and Outreach, 71
Technologically Literate Priority, 14
Technology, Educational Media, and Materials for Individuals with Disabilities, 42
Technology Literacy Challenge Fund, 14, 17
Tech-Prep Education Contacts, 126
The National Board for Professional Teaching Standards, 11
The Partnership for Family Involvement in Education, 63

The Regional Educational Laboratory Program, 97
Northwest Regional Educational Laboratory, 98
Appalachia Educational Laboratory, 97
Mid-Atlantic Laboratory for Student Success, 97
Mid-Continent Regional Educational Laboratory, 97
North Central Regional Educational Laboratory, 97
Northeast and Islands Laboratory at Brown University, 97
Pacific Region Educational Laboratory, 98
SouthEastern Regional Vision for Education, 98
Southwest Educational Development Laboratory, 98
WestEd, 98
Third International Math and Science Study, 1, 8, 17, 19
Title I, 10, 12, 14, 27
Title I—Improving Basic Programs Operated by Local Education Agencies, 27
Title V of the Higher Education Act, i, 9
Title V, i, 18
Toll-Free Information Phone Numbers, 65
1-800-USA-LEARN Telephone Bank, 65
ACCESS ERIC, 65
Departmental Locator, 65
Financial Aid Information, 65
OERI Information Office (National Library of Education), 65
Office for Civil Rights, 65
Office of the Inspector General, 66
Schools Without Drugs, 66
Training Interpreters for Individuals Who are Deaf and Individuals Who are Deaf-Blind, 42
Training of Educators of Students with Mild Disabilities, 106

-U-

U.S. Department of Education's Public Worldwide Web/Gopher/FTP site, 67
Upward Bound, 43

-V-

Vocational-Technical Education, 63
Voluntary National Tests, 17, 18, 19

-W-

WestEd Eisenhower Regional Consortium for Science and Mathematics, 98
Women's Educational Equity, 31

PARTNERSHIP
for Family
Involvement
in Education

Join the Partnership for Family Involvement in Education...

Family-School Partnership Promise

Families and schools across America are increasingly accepting mutual responsibility for children's learning. When families are involved in children's learning, at school and at home, schools work better and students learn more. Schools and families are working with employers and community organizations to develop local partnerships that support a safe school environment where students learn to challenging standards. By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the education process.

Coming together as families, local school board governance, administration, teachers and school staff, we form this partnership and affirm the importance of family involvement in children's learning.
We pledge to:

- Share responsibility at school and at home to give students a better education and a good start in life.
- Our school will be welcoming to families; reach out to families before problems arise; offer challenging courses; create safe and drug-free learning environments; organize tutoring and other opportunities to improve student learning; and support families to be included in the school decision-making process.
- Our families will monitor student attendance, homework completion and television watching; take the time to talk with and listen to their children; become acquainted with teachers, administrators and school staff; read with younger children and share a good book with a teen; volunteer in school when possible; and participate in the school decision-making process.
- Promote effective two-way communication between families and schools, by schools reducing educational jargon and breaking down cultural and language barriers and by families staying in touch with the school.
- Provide opportunities for families to learn how to help their children succeed in school and for school staff to work with families.
- Support family-school efforts to improve student learning by reviewing progress regularly and strengthening cooperative actions.

We would like to become a member of the Partnership for Family Involvement in Education. We commit to family-friendly practices and will work with others to form partnerships that support children's learning. (Please type or print the following.)

School Name: _____

Principal: _____ **Signature:** _____

Parent Organization Representative: _____ **Signature:** _____

Teacher: _____

Representative: _____ **Signature:** _____

School Staff Representative: _____ **Signature:** _____

Contact Person: _____ **Title:** _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Phone: _____ **Fax:** _____ **E-mail:** _____

Send to: Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173 or fax to 202-401-3036 to receive your **Family-School Partnership Promise Certificate.**

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158